DOCUMENT RESUME

ED 253 738 CE 040 739

AUTHOR	Hendrix, Mary W.
TITLE	Self-Appraisal Instructional Guide. Occupational Orientation. [Revised Edition].
INSTITUTION	East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	Sep 84
NOTE	221p.; For other guides in this series, see CE 040 738-740. For the earlier editions of these guides, see ED 186 599-602.
AVAILABLE FROM	Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428 (OI-110-TG: in-state--$9.00, out-of-state--$11.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Ability; Attitudes; Behavioral Objectives; Career Choice; *Career Education; Career Planning; Change; Competency Based Education; Coping; Curriculum Guides; Junior High Schools; *Leadership Qualities; Learning Activities; *Prevocational Education; Secondary Education; *Self Concept; *Self Evaluation (Individuals); Transparencies; Units of Study; *Vocational Aptitude; Vocational Interests

ABSTRACT

This competency-based instructional guide on the importance of self-understanding and the need for accurate self-appraisal was developed for students enrolled in Occupational Orientation programs in Texas to assist them in making wise career choices. It includes seven instructional units. Each unit includes the following basic components: performance objectives, notes to the instructor (outline of steps to follow in accomplishing specific objectives), answers to activity sheets and tests, information sheets (content essential for meeting the cognitive objectives), transparency masters, activity sheets (for directed study and application and reinforcement of cognitive materials presented), and tests. Each unit is planned to cover more than one lesson or period of instruction. Units cover: understanding oneself, attitudes, interests, abilities, aptitudes, leadership, and coping with change. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253738

SELF-APPRAISAL INSTRUCTIONAL GUIDE

OCCUPATIONAL ORIENTATION

Prepared by
Mary W. Hendrix

Published by
Occupational Curriculum Laboratory
Center for Vocational Education
Department of Secondary and Higher Education
East Texas State University
Commerce, Texas

CE040739

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

B Barnes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

in cooperation with
Texas Education Agency
Occupational Education and Technology
Austin, Texas

FIRST EDITION

1984

September 1984--700 copies

Brand names, company names, trademarks, or other identifying symbols appearing in the text are used to clarify and identify and do not constitue a recommendation or endorsement.

To ensure educational equity, this material has been reviewed to eliminate bias or sterotyping.

Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

(214) 886-5624

ETSU an Equal Opportunity University complies
with all federal requirements prohibiting
discriminatory activities

TABLE OF CONTENTS

Acknowledgements v

Preface vii

Introduction ix

Use of the Instructional Units xi

Unit

I. Understanding Yourself 1

II. Attitudes 55

III. Interests 91

IV. Abilities 127

V. Aptitudes 157

VI. Leadership 209

VII. Coping with Change 251

ACKNOWLEDGEMENTS

Appreciation is extended to the many individuals who contributed their time and talents to the revision of the Self-Appraisal Instructional Guide.

The following project advisory committee members were instrumental in providing a base from which to begin revision of the guide:

Arnulfo Balboa, Coordinator, Vocational Guidance and Counseling, Texas Education Agency
Larry Kolb, Teacher Educator, Southwest Texas State University
Al Goodwin, Teacher Educator, Sam Houston State University
Bill Hollenback, Teacher Educator, North Texas State University

A special thanks goes to Kathryn Hollenback and Kathy Bresnahan-Lopez of North Texas State University for providing the data needed to construct objectives meaningful to the Occupational Orientation program.

The following business/industry advisory committee members provided pertinent information concerning needed employability skills of prospective employees:

Steve Crozier, Crozier-Smith, Inc., Dallas, Texas
Frank Haskell, Vice-President and General Manager, Moore Business Forms, Denton, Texas
Bill Prewett, Personnel Director, East Texas State University, Commerce, Texas
Neal Stewart, Industrial Relations Manager, Sherwood Medical, Ind., Commerce, Texas
Don Yett, Acme Personnel Service, Denton, Texas

We are particularly indebted to the following members of the Teacher Advisory Committee who spent many hours field-testing and critiquing this publication:

Myra Hasty, Grand Prairie Independent School District
Julie Bergstrom, Weslaco Independent School District
John Becker, Conroe Independent School District
Lewis Clements, Boles Home Independent School District
Dona Gallagher, Gatesville Independent School District
Audrey King, Dallas Independent School District
Azil Tipps, Wilmer-Hutchins Independent School District
Linda Szot, Fort Worth Independent School District

The following teachers should be commended for volunteering their time to review the Units of Instruction presented in this guide:

Gary Hafernick, Palacios Independent School District
Dearie White, Dallas Independent School District
Emzy Nauert, McAllen Independent School District
Dolores Harmon, Hurst-Euless-Bedford Independent School District
Nancy Laws, Commerce Independent School District

A special thanks goes to the Commerce Independent School District and the occupational investigation classes at the middle school for allowing me to return to the classroom to field test the information presented in this guide.

Gratitude is expressed to the following members of the Occupational Curriculum Laboratory staff:

Bill Barnes, Director, for his support of this project
Jodi Gorrian and Beverly Wood for their data entry
Bob Norsworthy, OCL Graphic Arts Director, and staff members Tommy Cleveland and Phillip Boatwright, for the illustrations and transparency masters which complement this publication
John Leugemors and the OCL print shop staff for the quality printing of this guide
Kathie Wells, OCL editor, for her expertise in interpreting my handwritten copies and for somehow seeing that they become readable form

A special thanks goes to Shelia Grant, OCL graduate assistant, for her invaluable assistance in the preparation of this guide.

Mary W. Hendrix
Curriculum Specialist

PREFACE

The Self-Appraisal Instructional Guide was prepared to provide quality instructional materials for Occupational Orientation programs in Texas. The Occupational Curriculum Laboratory is currently developing and disseminating competency-based materials under contract with the Texas Education Agency for both secondary and postsecondary programs. All publications and instructional materials are developed by curriculum specialists who are experienced instructors and are validated for technical content by business and industry before field-testing by teachers and students across the state.

This guide, along with the Economic and Societal Factors Instructional Guide, the Educational Planning Instructional Guide, and the Occupational Clusters Guide, all produced by the Occupational Curriculum Laboratory, serve as an excellent basis for achieving the Occupational Orientation program goals as mandated by the Texas Education Agency. The purpose of developing these instructional materials is to make them easily usable by both the teachers and the students; therefore, suggestions and comments about this instructional guide are requested.

INTRODUCTION

This guide is one of four publications developed for Occupational Orientation programs in Texas. In addition, student-learner outcomes, in folder format, have been developed to assist in recording individual student progress in student placement and follow-up.

Using objectives rated as necessary for the success of the program by practicing teachers across the state, the essential elements common to all vocational programs, and the essential elements for occupational investigation and exploration, the guides are formatted in units of instruction to assist in the mastery of the objectives. Because the guides were written in this manner, uniformity in classroom instruction and program accountability across the state may be verified.

Because each student learns differently, modifying units for each different learning style could not be attempted in this publication. Activities are included, however, which have varying degrees of difficulty and which require different methods of behavior to complete. Each teacher is encouraged to modify, add, or delete information as necessary to meet individual needs of each student. An excellent publication, The Handbook for Serving Vocational Students with Special Needs, will be available in 1985. This handbook addresses methods for modifying instructional materials to fit the needs of disadvantaged, handicapped, and limited-English proficient students. This handbook may be purchased from the Occupational Curriculum Laboratory.

It is suggested that the teacher wishing to use this instructional guide first read the "Use of Instructional Units" before beginning any instruction. The "Notes to the Instructor" contained in each unit of instruction should also be read carefully so that additional supplies and outside resources needed for completion of the unit can be secured.

USE OF THE INSTRUCTIONAL UNITS

INSTRUCTIONAL UNITS

Each instructional unit includes the following basic components: objectives, notes to the instructor, information sheets, transparency masters, activity sheets, tests, and answers to the activities and tests. Each unit is planned to cover more than one lesson or period of instruction.

Previewing the unit before the lesson will help the instructor to determine:

A. The amount of material to be covered in each class period

B. Supplemental materials that must be ordered or secured

C. Resource people who must be contacted

D. The teaching sequence for the information and the activities

E. The subject areas that he/she wishes to cover

OBJECTIVES

Each unit of instruction is based on performance objectives. These objectives state the goals of the program, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, which state the terminal performance expected of the student upon completion of the unit, and specific objectives, which are those performances that will help the student to master the unit objective.

Since the objectives of the unit provide direction for the learning process, it is important for the teacher and students to discuss the objectives prior to covering the information in the unit. This discussion will provide a common understanding between teacher and student of the intent of the objectives. Performance terms have been used in all objectives of the units to assist in promoting the effectiveness among all individuals using the materials.

Teachers should feel free to delete or add objectives to tailor the material to the needs of the students and the program. When objectives are added, corresponding information sheets, activities, and tests should be designed and constructed.

NOTES TO THE INSTRUCTOR

Each unit provides a "Notes to the Instructor" section outlining steps to follow in accomplishing specific objectives. The instructor should carefully preview this section prior to any lesson, making additional notes that would assist in conveying the information to the students.

In addition, the instructor should select, sequence, or modify any information and activity sheets deemed necessary for the local teaching situation. Arrangements should be made and supplies should be assembled as required for any activity sheets selected.

Instructors are strongly encouraged to use any additional instructional activities, methods, and references that would aid in accomplishing the objectives.

ANSWERS TO ACTIVITY SHEETS AND TESTS

Answers for activities and tests are provided directly after the "Notes to the Instructor" and may be used by the teacher for checking student achievement of the objectives. Many of the objectives are geared more to student participation and must be evaluated to the satisfaction of the instructor.

INFORMATION SHEETS

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. Information may be presented in two ways: 1) The instructor may use the information sheet as a guide for presenting the background knowledge necessary for the students to complete the specific objectives and ultimately the unit objective, or 2) Students may be allowed to read information sheets before, or as information is discussed in class. Students should take notes on any additional information presented.

TRANSPARENCY MASTERS

Transparency masters present information in a special way The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, stimulate discussion, or reinforce information presented in the information sheets. They are also very effective when identification is necessary.

Transparencies should be made from the masters and placed in the teacher's notebook where they will be readily available for use. Transparencies will direct attention of the class to the topic of discussion as well as generate other thoughts for discussion.

ACTIVITY SHEETS

Activity sheets provide direction to study and also provide application and reinforcement of cognitive materials presented. An effort has been made to incorporate the following elements of the learning process: translation, interpretation, application, analysis, synthesis, and evaluation so that the learning style of each student will be recognized.

The activity sheets may be given to the students for completion in class or may be used as homework assignments. Answer sheets are provided which may be used by the teacher and/or student in checking student progress.

The instructor should preview the activity and "Notes to the Instructor" sheets prior to making student assignments to assure that information has been covered and all supplies required are available. Class time should be set aside for those that require group participation. Those activities that require student participation rather than written answers should be evaluated to the satisfaction of the instructor.

TESTS

Written tests are provided to measure students' understanding of the information covered in each information sheet. Individual test items may be used as a pre-test

10

measure or as a review oral quiz to assist the instructor in spotting difficulties being encountered by students in their efforts to accomplish the unit objective. The individual tests over the information sheets may also be grouped as a semester or unit test. The instructor should construct additional test items for any objectives and information added to the unit.

UNIT I

UNDERSTANDING YOURSELF

UNIT OBJECTIVE

After completing this unit, the student will be able to describe reasons why understanding him/herself is important for making a wise career choice, will identify his/her reasons for wanting to work and what will be important to him/her when he/she chooses a career. The knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Identify terms associated with self-appraisal
2. Identify reasons why understanding him/herself is hard to do
3. Describe him/herself as a unique individual
4. Communicate to self and others through verbal and/or art form expressions the qualities that make him/her a unique individual
5. Describe reasons why understanding him/herself is important to career choice
6. Identify his/her own self-concept
7. Describe how his/her self-concept will influence his/her ability to succeed
8. Identify his/her social/emotional needs
9. Identify ways to gain an understanding of him/herself
10. Explain why employers administer tests to persons applying for jobs
11. Explain why those tests used for self-appraisal that help him/her select careers should be answered honestly
12. Describe reasons for the importance of showing cooperation and consideration for fellow students when sharing information
13. Identify what work is
14. Describe different reasons for working
15. Identify his/her own reasons for working and what will be important to him/her when he/she chooses a career

UNIT I

UNDERSTANDING YOURSELF

NOTES TO THE INSTRUCTOR

I. Objective Sheet

A. Discuss the unit objective with the students.

B. Discuss each specific objective.

C. Have the students complete the objectives in a sequence best suited to your classroom.

D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

(NOTE: It would be a good idea for either you or the students to keep a folder of the Information and Activity Sheets in this unit and/or all units in the guide so that it may be used to assist them in making a tentative career choice.)

A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Have the students explain that while they may have an idea of what the words mean, it is hard to describe or give a definition of them. You may use this fact as an analogy of how difficult it is to describe themselves.

2. Use ACTIVITY SHEET 1--WORD FIND to reinforce this area of instruction.

B. INFORMATION SHEET 2--GETTING TO KNOW YOURSELF

1. Stress the importance of a true understanding of themselves before making a career choice.

2. Use TM-1--COMPARING YOURSELF TO OTHERS to reinforce the fact that each student is unique.

3. Use TM-2--YOUR SELF-CONCEPT to reinforce how a person's self-concept is developed.

a. Have students explain why they think a person's self-concept affects his/her ability to succeed.

b. Use ACTIVITY SHEET 2--SELF-CONCEPT CHECKLIST to help the students gain an understanding of their self-concept.

4. In explaining the use of self-appraisal testing instruments to students, you may want to have on hand sample questions from published interest inventories, aptitude tests, etc. Otherwise, students may have difficulty in understanding the types of questions asked.

5. Invite someone involved in administering tests to prospective employees to give a review of those tests currently being used in the labor force. It would also be beneficial for the students if examples of tests (especially performance-based tests or work-sample tests) are provided.

   (NOTE: A representative of the Texas Employment Commission is an excellent resource.)

6. Use TM-3--AVOID PUT-DOWNS to reinforce the importance of being considerate to fellow students.

   a. Discuss why "put-downs" can affect self-concept.

   b. Have students write a reaction paper about how they have felt when someone has put them down.

   c. Compare feelings.

7. Use ACTIVITY SHEET 3--GETTING ACQUAINTED as a "warm-up" exercise for getting students to share information about themselves.

   a. Stress the importance of not writing their names on the Activity Sheet.

   b. Read all the answers on each page before asking the class to whom the sheet belongs.

   c. After completing step b, to stress the importance of understanding individuality, ask the students if any two students in the class had the same answers for every question.

8. To help students gain an understanding of their personal qualities and how they relate to career choice, use the following Activity Sheets:

   a. ACTIVITY SHEET 4--PERSONAL ADJECTIVES

      (NOTE: Dictionaries should be provided to assist students in this acitivity; depending on time limit, number of adjectives required may be reduced.)

   b. ACTIVITY SHEET 5--PERSONAL COLLAGE

   c. ACTIVITY SHEET 6--BUSINESS CARDS

   d. ACTIVITY SHEET 7--PERSONAL ASSESSMENT

C. INFORMATION SHEET 3--WHY WORK?

   1. Have students define what work is to them.

2. Use TM-4--WHAT ONE PERSON CONSIDERS AS WORK, ANOTHER PERSON CONSIDERS AS FUN to reinforce that there will be different definitions.

3. Stress the importance of how work affects people.

4. Ask students to give examples of how lifestyles of people in their community are influenced by their work.

5. Stress to the students that work serves to identify people. For example, they are a student of ____________________ (insert the name of your school). Also, people can be stereotyped by their work, e.g., librarians are thought of as being smart, football players as being big, etc.

6. To gain an understanding of their needs as related to career choice, have the students complete the following Activity Sheets:

   a. ACTIVITY SHEET 8--NEEDS LIST

   b. ACTIVITY SHEET 9--ASSESSING NEEDS

7. To reinforce the different reasons that people work, use TM-5--REASONS FOR WORKING.

   a. Have students ask parents, relatives, neighbors, etc., reasons that they work.

   b. Complete ACTIVITY SHEET 10--WHAT'S IMPORTANT TO YOU?

III. Answers to Activity Sheets

   A. Some of the Activity Sheets will vary according to training and should be graded individually.

   B. Some Activity Sheets will not have specific answers but will depend on student participation.

IV. Unit Test

   A. The test is divided into three parts.

      1. Each part covers one Information Sheet.

      2. Each part uses various methods of testing.

   B. Various approaches may be used in testing.

      1. Give each part of the test after the student has completed the information in one information area or sheet.

      2. Give the entire test upon completion of all the Information and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to Unit Tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References and Resources

A. Helms, Carl and Susan Miller. Making a Life . . . Making a Living. Biddeford, ME: COPE Program, Biddeford School Department, 1977.

B. Safari, A Comprehensive Career Guidance Program for Secondary, Community College, College and University Levels. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA, 92415.

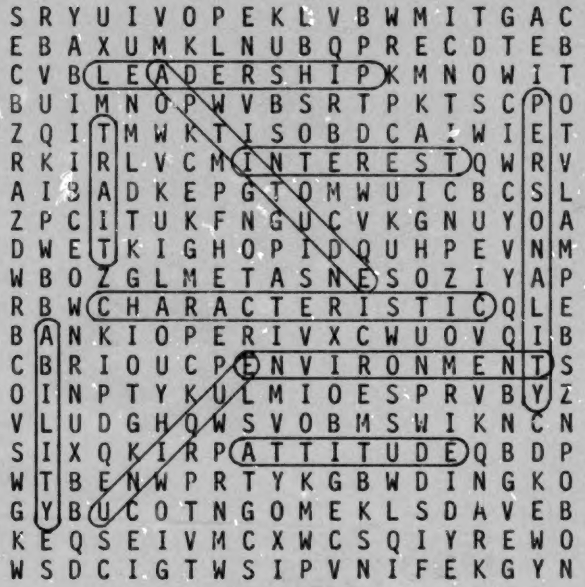
C. Shertzer, Bruce and James D. Linden. Fundamentals of Appraisal--Assessment Techniques for Counselors. Boston: Houghton Mifflin Company, 1979.

D. Simon, Sidney M., Leland W. Howe, and Howard Kirschenhaum. Values Clarification--A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, 1972.

UNDERSTANDING YOURSELF

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



```
S R Y U I V O P E K L V B W M I T G A C
E B A X U M K L N U B Q P R E C D T E B
C V B L E A D E R S H I P K M N O W I T
B U I M N O P W V B S R T P K T S C P O
Z Q I T M W K T I S O B D C A I W I E T
R K I R L V C M I N T E R E S T Q W R V
A I B A D K E P G T O M W U I C B C S L
Z P C I T U K F N G U C V K G N U Y O A
D W E T K I G H O P I D Q U H P E V N M
W B O Z G L M E T A S N E S O Z I Y A P
R B W C H A R A C T E R I S T I C Q L E
B A N K I O P E R I V X C W U O V Q I B
C B R I O U C P E N V I R O N M E N T S
O I N P T Y K U L M I O E S P R V B Y Z
V L U D G H Q W S V O B M S W I K N C N
S I X Q K I R P A T T I T U D E Q B D P
W T B E N W P R T Y K G B W D I N G K O
G Y B U C O T N G O M E K L S D A V E B
K E Q S E I V M C X W C S Q I Y R E W O
W S D C I G T W S I P V N I F E K G Y N
```

1. interest
2. trait
3. leadership
4. aptitude
5. personality
6. environment
7. attitude
8. ability
9. unique
10. characteristic

ACTIVITY SHEETS 2-10

Evaluated to the satisfaction of the instructor.

UNIT I

UNDERSTANDING YOURSELF

ANSWERS TO UNIT TEST

PART 1

1. B
2. C
3. A
4. B
5. A
6. C
7. B
8. C
9. A
10. C

PART 2

A. 1. ✓
2.
3. ✓
4. ✓
5.

B. 1. F
2. T
3. T
4. T
5. F
6. T
7. F
8. F
9. T
10. T
11. T
12. T
13. T
14. T
15. T

PART 3

A. 1. c
2. c
3. d
4. c
5. e

B. Evaluated to the satisfaction of the instructor.

UNIT I

UNDERSTANDING YOURSELF

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Ability--the power or means to do something
2. Aptitude--an ability that you have naturally; quickness to learn or understand
3. Attitude--the way you act in a certain way to a given situation
4. Characteristic--a quality about yourself which distinguishes you from others
5. Environment--your surroundings
6. Interest--something to which you give special attention
7. Leadership--having those qualities needed to guide or direct others
8. Personality--all the characteristics combined that make you the person you are
9. Trait--a special quality that makes you an individual
10. Unique--something that is completely different from anything else

UNDERSTANDING YOURSELF

ACTIVITY SHEET 1--WORD FIND

Directions: Complete the sentences below by using one of the following words. Then, locate the word used in the word find.

Ability
Trait
Unique
Leadership
Environment
Attitude
Aptitude
Interest
Characteristic
Personality

```
S R Y U I V O P E K L V B W M I T G A C
E B A X U M K L N U B Q P R E C D T E B
C V B L E A D E R S H I P K M N O W I T
B U I M N O P W V B S R T P K T S C P O
Z Q I T M W K T I S O B D C A I W I E T
R K I R L V C M I N T E R E S T Q W R V
A I B A D K E P G T O M W U I C B C S L
Z P C I T U K F N G U C V K G N U Y O A
D W E T K I G H O P I D Q U H P E V N M
W B O Z G L M E T A S N E S O Z I Y A P
R B W C H A R A C T E R I S T I C Q L E
B A N K I O P E R I V X C W U O V Q I B
C B R I O U C P E N V I R O N M E N T S
O I N P T Y K U L M I O E S P R V B Y Z
V L U D G H Q W S V O B M S W I K N C N
S I X Q K I R P A T T I T U D E Q B D P
W T B E N W P R T Y K G B W D I N G K O
G Y B U C O T N G O M E K L S D A V E B
K E Q S E I V M C X W C S Q I Y R E W O
W S D C I G T W S I P V N I F E K G Y N
```

1. When you give something special attention, it could be said you have a(an) ________in it.

2. A special quality that makes you an individual is known as a(an) _____.

3. Having those qualities needed to guide or direct others is known as ______.

4. An ability that you have naturally is a(an) _________.

5. All the characteristics combined that make you the person you are is known as __________.

6. Your surroundings can also be known as your __________.

7. The way you act in a certain way to a given situation is known as a(an) __________.

8. When you have the power or means to do something, it can be said that you have the __________.

9. When something is completely different from anything else, it is __________.

10. A quality about yourself which distinguishes you from others is a(an) __________

UNIT I

UNDERSTANDING YOURSELF

INFORMATION SHEET 2--GETTING TO KNOW YOURSELF

I. Why Understanding Yourself Is Hard to Do

- A. People are hard to understand--many traits and characteristics make the total person.
- B. If you are like most people, you most likely have not taken the time to appraise (evaluate) yourself.
- C. Your personality is created by many factors.
    1. Your family
    2. Your friends
    3. Your experiences
    4. Your environment
- D. You cannot compare the total you to anyone else--you are unique.

II. Relating Understanding Yourself to Career Choice

- A. Being unique means that the career you choose will most likely be different from any chosen by your friends.

1. Merely choosing a career because someone you know has that career does not mean that it will be the best for you.
2. You need to be aware of both your good and bad qualities.
3. It is very important to understand yourself so that you can make the best career choice.
4. Choose a career that will make you happy.
5. You need to know your reasons for wanting to work.

B. Many people have different ideas as to why people choose the careers they choose.

C. The ideas may differ, but it is agreed that a true understanding of yourself is very important for making sure you have a successful career.

III. Those Qualities About You That Influence Career Choice

A. Your self-concept

1. How you see yourself
2. How others see you
3. How you would like to be

B. Your needs

1. Lifestyle needs
2. Work needs

C. Your personality

D. Your interests

E. Your abilities

F. Your attitudes

G. Your aptitudes

H. Your leadership traits

I. Your ability to change and/or accept change

IV. Ways to Help You Gain an Understanding of Yourself

A. Tests have been developed to help you select careers based on information about yourself.

1. These tests are different from most tests you usually take.
2. You are given a score, rather than a grade.

3. Some tests compare you to others who are presently in the work force.

    a. Traits and skills that are necessary for career success are identified.

    b. Your scores are used to predict your career success.

        (NOTE: The questions must be answered honestly; other-wise wise, the answers are of no help in selecting a career that would be best for you.)

4. You can't study to improve your scores--the questions are about you.

5. Some employers give applicants work-sample tests to predict their success in the job for which they are applying--a typing test is one example.

    (NOTE: Many times practice and/or studying can improve these types of test scores.)

B. Sharing information about yourself with others

1. Show cooperation and consideration for others.

2. Avoid put-downs.

—I'M INTERESTED IN BEING A SPORTS COMMENTATOR.
—I THINK YOU WOULD MAKE A GOOD ONE, JUDY.

COMPARING YOURSELF TO OTHERS WILL NOT GIVE YOU A TRUE PICTURE OF YOURSELF

I'M JUST LIKE MY BEST FRIEND JULIE.

TM-1

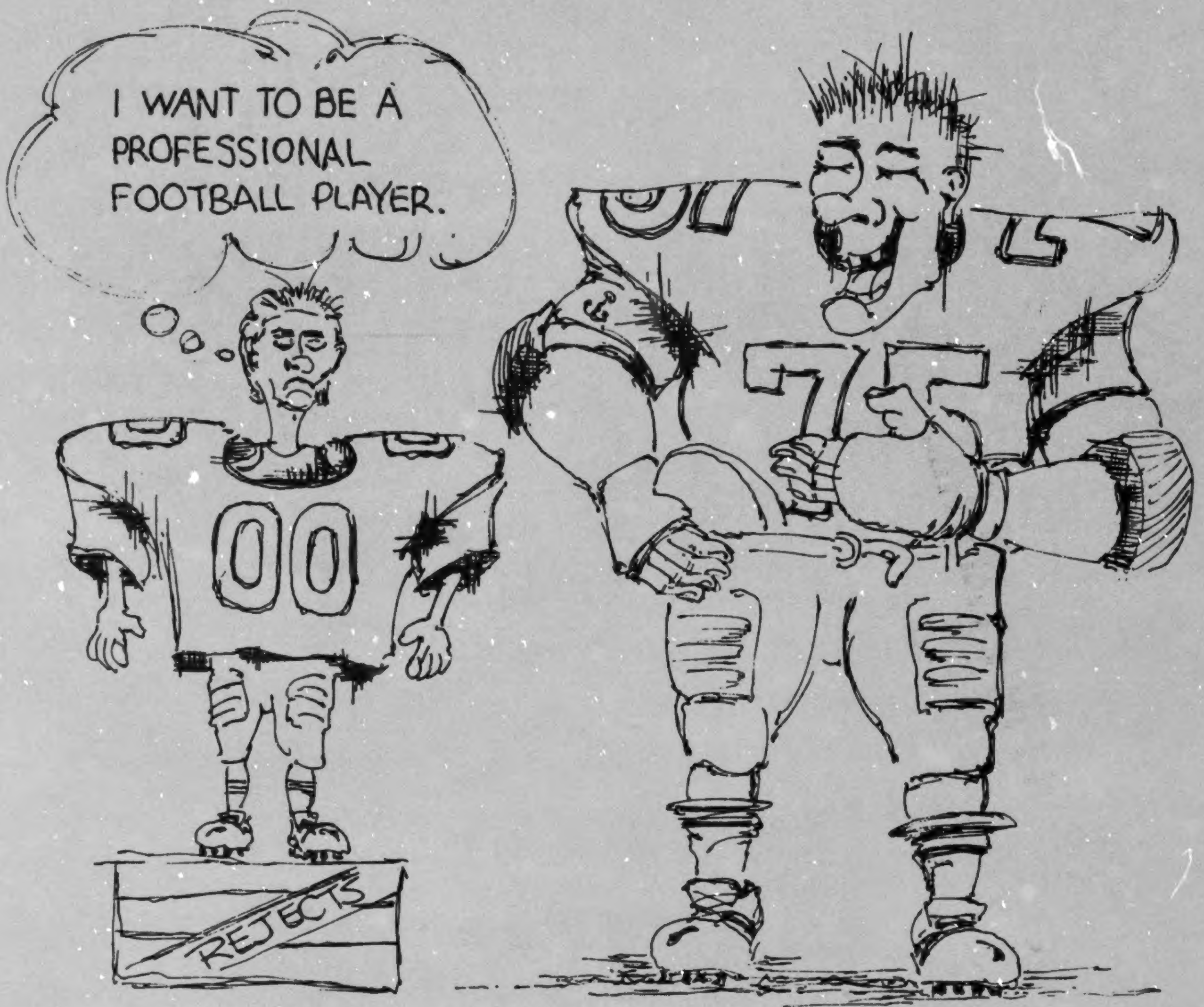
YOUR SELF CONCEPT

HOW YOU SEE YOURSELF

HOW OTHERS SEE YOU

THE YOU YOU WOULD
LIKE TO BE

AVOID PUT DOWNS


I WANT TO BE A PROFESSIONAL FOOTBALL PLAYER.
00
75
REJECTS

TM-3

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 2--SELF-CONCEPT CHECKLIST

Directions: Read each sentence carefully. There are no right or wrong answers. Just mark how you really feel about yourself. Y-Yes; N-No; NS-Not Sure.

_____ I like myself.

_____ I often get angry.

_____ I can read fairly well.

_____ People can depend on me.

_____ I am a very shy person

_____ I get into lots of fights.

_____ I am afraid of many things.

_____ I am good in spelling.

_____ I have many friends.

_____ I tell the truth.

_____ I look OK.

_____ Sometimes I am clumsy.

_____ I often feel sick.

_____ I am good in arithmetic.

_____ My handwriting is good.

_____ I am successful most of the time.

_____ Other people often laugh at me.

_____ Most of the time I enjoy helping others.

_____ I have a hard time making up my mind.

_____ I like to be with my friends.

_____ I am sad and depressed sometimes.

_____ I would like to be someone else.

_____ I wish I lived somewhere else.

_____ I like school most of the time.

_____ I am often nervous and upset.

_____ I am good at sports and games.

_____ Most people dislike me.

_____ I am a happy person most of the time.

_____ Other kids like to play with me.

1. Go back over your answers. Are you happy with the results? As you feel about yourself? The way others feel about you?
2. Is there a pattern to your answers?
3. Will your answers influence the career you choose? Why or why not?
4. Would you change anything about yourself? If so, what?
5. How would you describe your self-concept?
6. If you have a negative self-concept, will it influence your ability to succeed?

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 3--GETTING ACQUAINTED

Directions: You probably have been going to school with most of the members of your class for several years, but do you really know them? Answer the following questions honestly. Do not put your name on the paper. Your teacher will read the answers to the class. You must then guess to whom they belong.

1. If you could change something about yourself, what would it be?

2. What is your favorite movie?

3. What is your favorite T.V. program?

4. What is your favorite song?

5. What makes you happy?

6. What is your favorite class?

7. What is your favorite automobile?

8. What would you do if someone gave you a million dollars?

9. If you could live anywhere you wished, where would that be?

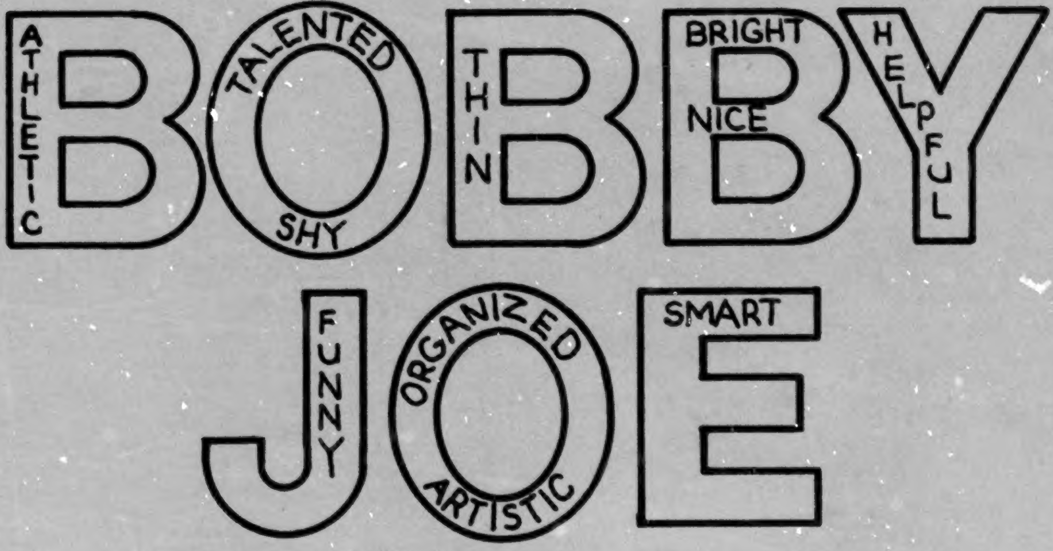
10. If you could invent something new, what would you invent?

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 4--PERSONAL ADJECTIVES

Directions:
1. List fifty adjectives that describe you.
2. Cut out your name using any design you wish.
3. List the fifty adjectives on the design.
4. Have your teacher to display the designs.
5. Guess which designs belong to each student.



UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 5--PERSONAL COLLAGE

Directions: Find and cut out pictures from magazines, as follows:

2 pictures of how you would like to be

2 pictures of how you see yourself

2 pictures of how others see you

1 picture of a career you would like to have

1 picture of what you will never be

1 picture of something you hate

1 picture of something you fear

1 picture of what you will be doing in 20 years

1 picture of an animal you most resemble

Paste these pictures on poster paper and give the collage a title. As each collage is displayed to the class, describe what sort of career pattern you see in it. Respect the feelings, opinions, and values of other students.

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 6--BUSINESS CARDS

Directions: Make a business card that describes you, using a 3" x 5" blank index card and a marker. The card should reflect your lifestyle and where you would like to work. It should represent the kind of person you are or want to become and how you would like others to see you.

Share your completed card with the class. Discuss the needs and goals presented by the cards.

a. Can other students identify your lifestyle?

b. Can they identify your work?

c. Does your business card tell others what occupation interests you?

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 7--PERSONAL ASSESSMENT

Directions: How do you rate yourself on each of these very important traits? All of them are, in varying degrees, important for success on any job. Put a check in the column.

TRAIT	VERY HIGH	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	WEA
1. Dependability	___	___	___	___	___
2. Self-confidence	___	___	___	___	___
3. Friendliness	___	___	___	___	___
4. Patience	___	___	___	___	___
5. Ability to keep working under real difficulties	___	___	___	___	___
6. Sense of humor	___	___	___	___	___
7. Cheerfulness	___	___	___	___	___
8. Honesty	___	___	___	___	___
9. Ability to make decisions quickly	___	___	___	___	___
10. Responsibility	___	___	___	___	___
11. Loyalty	___	___	___	___	___
12. Ability to sense others' feelings	___	___	___	___	___
13. Sincerity	___	___	___	___	___
14. Ambition	___	___	___	___	___
15. Courage to do the right thing, even when you are alone	___	___	___	___	___
16. Willingness to work hard	___	___	___	___	___
17. Ability to cooperate with other people	___	___	___	___	___

TRAIT	VERY HIGH	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	WEAK
18. Ability to become enthusiastic about your job	____	____	____	____	____
19. Willingness to consider others' viewpoints	____	____	____	____	____
20. Initiative--being a self-starter	____	____	____	____	____
21. Courtesy	____	____	____	____	____
22. Ability to lead others	____	____	____	____	____
23. Ability to work without supervision	____	____	____	____	____
24. Punctuality	____	____	____	____	____
25. Neatness	____	____	____	____	____

List those traits that you checked as being weak in. Describe ways you can improve each trait.

UNIT I

UNDERSTANDING YOURSELF

INFORMATION SHEET 3--WHY WORK?

I. What Is Work?

   A. Activity directed toward getting something done

   B. What you consider as work may be something another person does for fun.

II. Why Is Work Important to You?

   A. Half of a person's lifetime is spent involved in work.

   B. Most of a person's waking hours are spent working.

   C. Work determines your lifestyle.

      1. Your friends

      2. What you do in your spare time

      3. The home you live in

      4. The clothes you wear

      5. The kind of car you drive

   D. Work serves to identify everyone.

      (EXAMPLE: You are identified as a student. Your parents are identified by the jobs they have, etc.)

III. Why Work?

(NOTE: Could all be combined)

A. Money

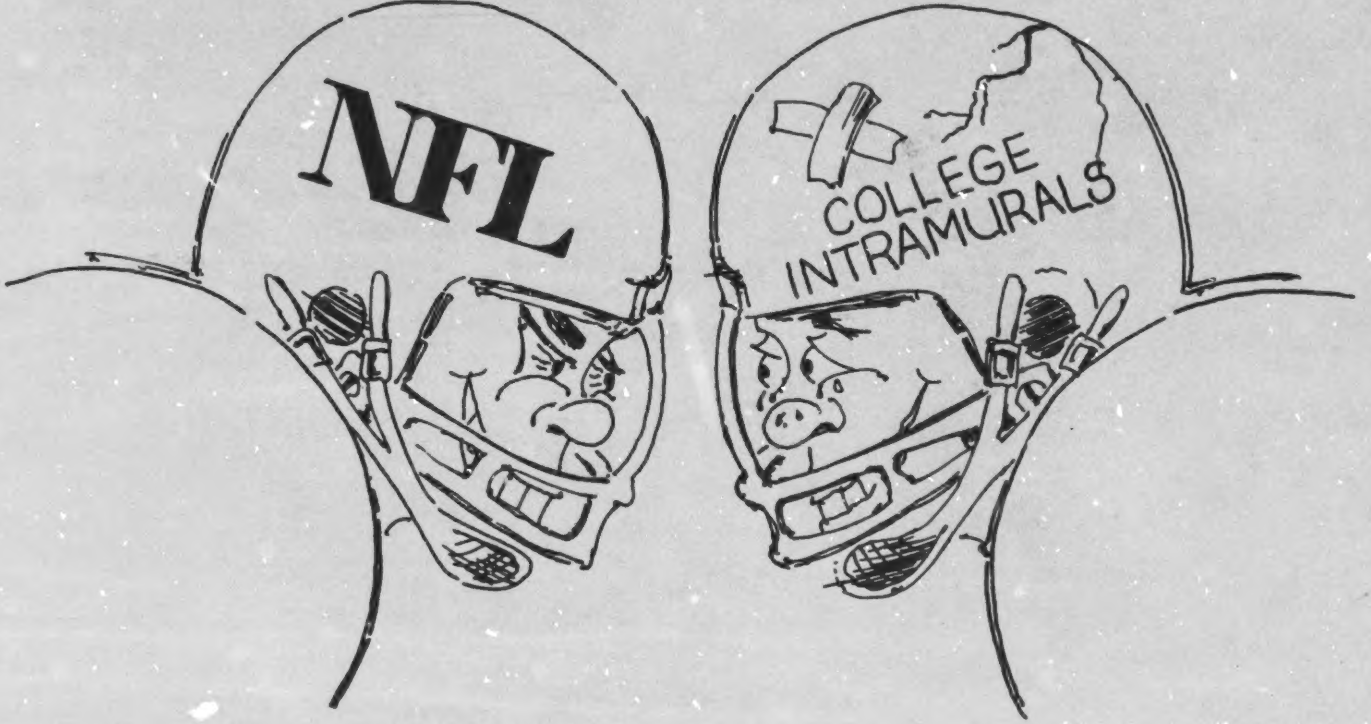
B. To be with others

C. To be admired by yourself and others

D. To be independent of others

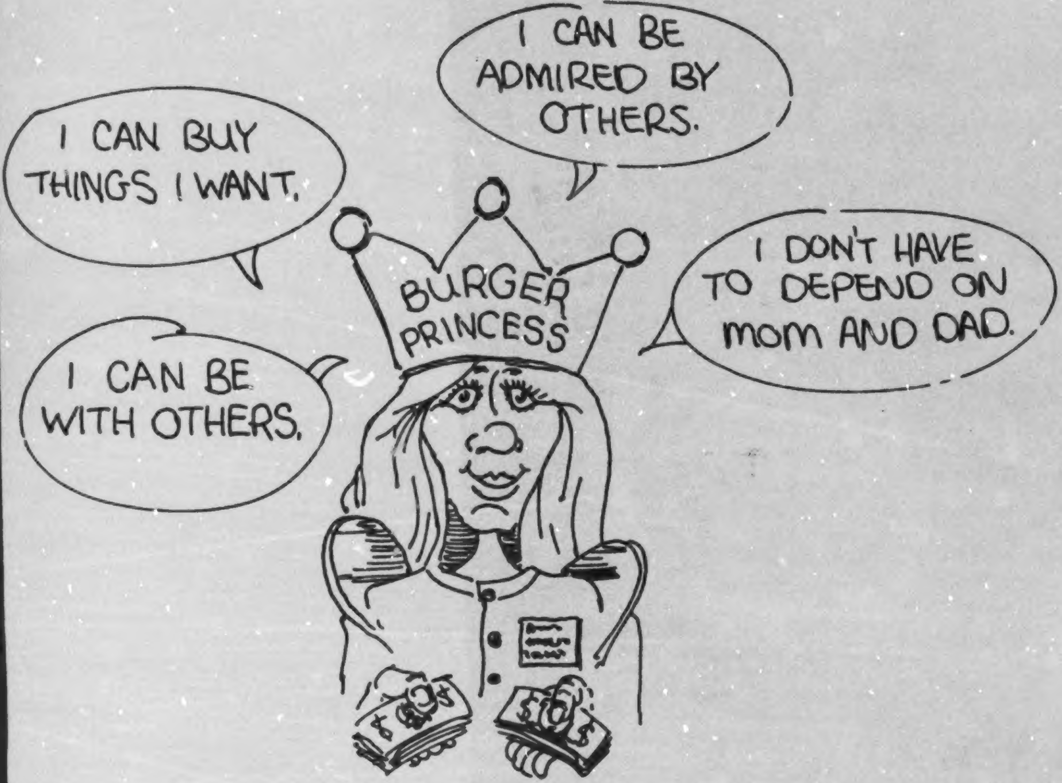
(EXAMPLE: You do not have to depend on your parents for support.)

WHAT ONE PERSON CONSIDERS WORK MAY BE SOMETHING ANOTHER PERSON CONSIDERS FUN.



TM-4

REASONS FOR WORKING


I CAN BUY THINGS I WANT.
I CAN BE ADMIRED BY OTHERS.
BURGER PRINCESS
I DON'T HAVE TO DEPEND ON MOM AND DAD.
I CAN BE WITH OTHERS.

WHAT WILL BE YOURS?

UNDERSTANDING YOURSELF

ACTIVITY SHEET 8--NEEDS LIST

Directions: Rate each need (on a scale of 1--very important, to 5--unimportant) according to how important you believe it is to you. Since people are different, your individual responses will differ. You may find it helpful to think of various school or work situations when making your ratings.

LIST OF NEEDS:

_____ to achieve what I want

_____ to be well known

_____ to have friends

_____ to have someone to "lean on"

_____ to help others

_____ to have enough money

_____ to be in charge

_____ to be able to express myself

_____ to be able to be creative

_____ to be on my own

_____ to have the approval of others

(Feel free to add any other needs you feel are very important to you.)

For those you rated very important, list ways you would try to fulfill those needs.

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 9--ASSESSING NEEDS

Directions: Rate the work needs listed below according to this scale: 1--very necessary to me; 2--important; 3--don't need.

PHYSICAL NEEDS:

____ Time spent being physically active
____ The quality of where I work
____ Comfort
____ To be able to travel
____ How I dress (physical appearance)
____ How fast work must be completed
____ Cleanliness
____ Salary
____ Vacation time

EMOTIONAL NEEDS:

____ Responsibility, making decisions
____ Satisfaction; I do only what I like
____ Team work; working with others
____ Stability; can stay in position as long as I wish to
____ Service; help people
____ Status; influence others
____ Challenge; to do new and different things
____ Competition; to be quicker or better
____ Commitment; amount of time which must be spent

INTELLECTUAL VALUES:

____ Specialization; do one isolated thing
____ Learning; can acquire new skills
____ Planning; think and organize before acting
____ Creativity; can use skills in different ways
____ Complexity; number of simple steps to be handled at the same time
____ Decision making; time spent making choices
____ Communication; time spent reading, writing, talking
____ Computation; time spent using math skills
____ Abstraction; time spent using ideas, principles, etc.
____ Completion; opportunity to see job through from start to finish

What type of career(s) would include the needs that you have marked as very necessary?

UNDERSTANDING YOURSELF

ACTIVITY SHEET 10--WHAT'S IMPORTANT TO YOU?

Directions: When you go to work, what is going to be important to you? Rank the items from 1--most important to 12--least important. If you have other reasons for working, include them in your rating.

_____ security

_____ salary

_____ right hours

_____ where you work (city, state, country)

_____ having friends who work there

_____ can receive additional training

_____ to be satisfied with your work

_____ right working conditions (nice office, good location, etc.)

_____ chance for promotion(s)

_____ good fringe benefits

_____ like the company and what it does

_____ to be independent of anyone

LIST THE TOP FIVE CHOICES HERE

↓

____

____

____

____

____

UNIT I

UNDERSTANDING YOURSELF

UNIT TEST--PART 1

Read the following definitions and select the correct term by placing the correct letter in the blank.

_____ 1. A special quaility that makes you an individual

A. Thoughts
B. Trait
C. Task

_____ 2. A quality about yourself which distinguishes you from others

A. Size
B. Courage
C. Characteristic

_____ 3. The power or means to do something

A. Ability
B. Acrobatics
C. Attitude

_____ 4. Something that is completely different from anything else.

A. Lonely
B. Unique
C. Unhappy

_____ 5. All the characteristics combined that make you the person you are

A. Personality
B. Philosophy
C. Photograph

_____ 6. Your surroundings

A. Element
B. Elevator
C. Environment

_____ 7. A set manner in which you respond to situations

A. Ability
B. Attitude
C. Adequacy

_____ 8. Having those qualities needed to guide or direct others

A. Identity
B. Stamina
C. Leadership

_____ 9. An ability that you have naturally; quickness to learn

A. Aptitude
B. Attitude
C. Ability

_____ 10. Something you give special attention to

A. Friends
B. Imagery
C. Interest

UNIT I

UNDERSTANDING YOURSELF

UNIT TEST--PART 2

A. Put a check next to those things that describe why understanding yourself is hard to do:

_____ 1. People have many traits and characteristics that make the total person.

_____ 2. Most people do not like themselves.

_____ 3. You probably have not taken the time to appraise (evaluate) yourself.

_____ 4. Your personality is created by your family, your friends, your experiences, and your environment.

_____ 5. You are just like everyone else.

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. The career you choose will most likely be the same as many of your friends.

_____ 2. You need to understand yourself so that you can make the best career choice.

_____ 3. You need to be aware of your own reasons for wanting to work.

_____ 4. If you do not understand yourself, you could choose a career you will not be happy with.

_____ 5. Your self-concept is only developed by how you see yourself.

_____ 6. Your lifestyle needs are important in influencing the career you choose.

_____ 7. There are currently no tests available to help you select careers based on information you gather about yourself.

_____ 8. You are given a grade on tests that help you determine a career.

_____ 9. Some tests are used to predict your success in careers.

_____ 10. Merely choosing a career because someone you know has that career does not mean that it will be the best for you.

_____ 11. Some employers give tests to predict applicants' success in the jobs for which they are applying.

_____ 12. Your self-concept is determined by how you see yourself, how others see you, and how you would like to be.

_____ 13. You must answer those questions about yourself honestly; otherwise, the results of the test are of no help to you in selecting the best career.

_____ 14. You need to be aware of both your good and bad qualities when choosing a career.

_____ 15. Showing cooperation and consideration for others when sharing information about yourself with them can help you gain a better understanding of yourself.

UNIT I

UNDERSTANDING YOURSELF

UNIT TEST--PART 3

A. Complete the following statements by circling the letter beside the correct answer.

1. Work is
   - a. an activity directed toward getting something done.
   - b. determined by the individual--what some consider as work, others consider as play.
   - c. both a and b
   - d. none of the above
2. Work is important because
   - a. most of a person's waking hours are spent working
   - b. half of a person's life is spent involved in work of some kind
   - c. both a and b
   - d. none of the above
3. Work determines
   - a. who your friends are
   - b. only what you do in your spare time
   - c. the home you live in, the clothes you wear, the kind of car you drive, etc.
   - d. all of the above
   - e. c only
4. Work can serve to identify
   - a. you
   - b. your parents
   - c. everyone
   - d. a and b only
   - e. none of the above

5. Reason(s) for working include:

   a. money

   b. being with others

   c. being admired by self and others

   d. being independent of others

   e. all of the above

B. Identify reasons why you feel you work, or would like to work in the future. Explain your reasons.

UNIT II

ATTITUDES

UNIT OBJECTIVE

After completing this unit, the student will be able to describe the importance of a positive attitude and the characteristics of a positive attitude. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Identify terms associated with attitudes
2. Describe the characteristics of a positive attitude
3. Identify the status of his/her attitude
4. Explain how attitudes affect friendships, school, and work
5. Describe ways to achieve a positive attitude
6. Describe how attitudes based on prejudice will affect the behavior of other individuals

UNIT II

ATTITUDES

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective with the students.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Stress to the students the importance of understanding the terms associated with attitudes.

      2. Use ACTIVITY SHEET 1--UNDERSTANDING TERMS to reinforce this area of instruction.

   B. INFORMATION SHEET 2--UNDERSTANDING ATTITUDES

      1. Explain the definition of the word attitude.

      2. Explain the importance of having a positive attitude.

      3. Show TM-1--ATTITUDE to reinforce this area of instruction.

      4. Use the following other transparencies to reinforce this area of instruction:

         a. TM-2--THE ELEVEN COMMANDMENTS OF A POSITIVE ATTITUDE

         b. TM-3--ONE POSITIVE ATTITUDE SUPPORTS ANOTHER

         c. TM-4--ATTITUDES CAN BE COMMUNICATED WITHOUT WORDS

      5. Use the following Activity Sheets to meet fully the objectives of this unit:

         a. ACTIVITY SHEET 2--WE AREN'T BORN WITH NEGATIVE ATTITUDES

            (NOTE: Sharing students' responses will reinforce this information.)

         b. ACTIVITY SHEET 3--CHANGING NEGATIVE ATTITUDES TO POSITIVE

c. ACTIVITY SHEET 4--CASE STUDIES

(NOTE: ACTIVITY SHEET 4 may be completed as a group or individually.

d. ACTIVITY SHEET 5--DISCOVERING YOUR OWN ATTITUDE

III. Answers to Activity Sheets

A. Some of the Activity Sheets will vary according to training and should be graded individually.

B. Some Activity Sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The Unit Test is divided into two parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of all the Information and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to Unit Tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References and Resources

A. Chapman, Elwood N. Your Attitude is Changing. Chicago: Science Research Associates, 1966.

B. Chapman, Elwood N. Your Attitude is Showing. Palo Alto, CA: Science Research Associates, 1977.

C. Safari, A Comprehensive Career Guidance Program for Secondary, Community College, College and University Levels. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA, 92415.

UNIT II

ATTITUDES

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

Answers will vary; however, the following may be used as examples.

A. I do not need and must not have approval from all the people I consider important; I can be happy with only those I do have approval from.

B. I will fail at some things. Failure does not mean that I am stupid, lazy, bad, or all three.

C. When people act unfairly, it does not mean they are mean, rotten people. All people do act unfairly at times. When I act this way, it does not mean that I am a bad person.

D. I can stand it when I am frustrated, treated unfairly, or rejected.

E. Only I can change my feelings. Other people and things do not cause my feelings. I do have control over my feelings.

F. Facing and solving problems is better than avoiding them. The way to be happy is to enjoy myself and solve my problems as they occur so I will not always try to avoid them.

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 5

Evaluated to the satisfaction of the instructor.

UNIT II

ATTITUDES

ANSWERS TO UNIT TEST

PART 1

1. e
2. c
3. a
4. d
5. b

PART 2

A. Five of the following:
   1. Smiles easily
   2. Willing to change ideas, dress, behavior when needed
   3. Able to see the other person's point of view
   4. Almost never complains
   5. Accepts the responsibility for mistakes
   6. Seldom, if ever, criticizes others
   7. Thinks of only the good in others
   8. Looks the other person in the eye when speaking
   9. Respects the ideas and opinions of others
   10. Seldom, if ever, makes excuses
   11. Has a variety of interests

B. 1. T
   2. F
   3. T
   4. T
   5. F
   6. T
   7. T
   8. T
   9. F
   10. F

C. Evaluated to the satisfaction of the instructor.

UNIT II

ATTITUDES

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Attitude--the way you act in a certain way to a given situation
2. Clique--a group of persons who seldom let anyone else into their group; usually become a group because of the same interests, views, or purposes
3. Criticize--to stress the fault of others and things; to "put down" others
4. Opponent--one who takes the opposite position; to compete with another for an office or position
5. Prejudice--to form an idea or opinion without just information; an irrational attitude of hostility directed toward an individual, group, etc.

UNIT II

ATTITUDES

ACTIVITY SHEET 1--UNDERSTANDING TERMS

Directions: Make complete sentences using the following five words:

attitude
clique
criticize
opponent
prejudice

1.

2.

3.

4.

5.

UNIT II

ATTITUDES

INFORMATION SHEET 2--UNDERSTANDING ATTITUDES

I. What Is an Attitude

  A. The way you relate to people, places, things. etc.

  B. Your state of mind that causes you to respond in a certain way to a given situation

  C. Can be communicated without words

II. Characteristics of a Person with a Positive Attitude

  A. Smiles easily

  B. Willing to change ideas, dress, behavior, etc. when needed

  C. Able to see the other person's point of view

  D. Almost never complains

  E. Accepts the responsibility for mistakes

  F. Seldom, if ever, criticizes others

  G. Thinks of the good in others

  H. Looks the other person in the eye when speaking

  I. Respects the ideas and opinions of others

  J. Seldom, if ever, makes excuses

  K. Has a variety of interests

III. The Effects of Attitudes

  A. Friends

    1. A positive attitude is catching--it makes others want to be around you.

2. People who are positive are attracted to each other--one positive attitude supports another.

B. School

1. The more positive your attitude, the more interest you will take in your school work.

2. The more interest you have, the greater effort you will put forth, thus leading to more learning and better grades.

C. Work

1. Employers want employees with positive attitudes--your chances of getting the job you want will be greater if you have a positive attitude.

2. A positive attitude makes on-the-job relations run much more smoothly.

—HERE YOU GO JOE. ILL HOLD THIS SPIKE FOR YOU WHILE YOU HIT IT.

IV. How to Have a More Positive Attitude

A. First, you have to want a more positive attitude.

B. Do not let yourself be influenced by those who have negative attitudes.

C. Look for the positive in the negative--look on the bright side.

D. Realize that there will be some things you cannot control--look ahead and think of more positive things.

E. Start making your own decisions--don't depend on your friends, your parents, teachers, etc. Think for yourself!

F. Have a purpose for living--make the most of yourself and the most of opportunities that come your way.

V. How Prejudice Affects Your Attitude

A. Prejudice usually leads to criticism.

B. Prejudice leads you to think of the bad in others.

C. Prejudice leaves you unable to see the other person's point of view.

ATTITUDE

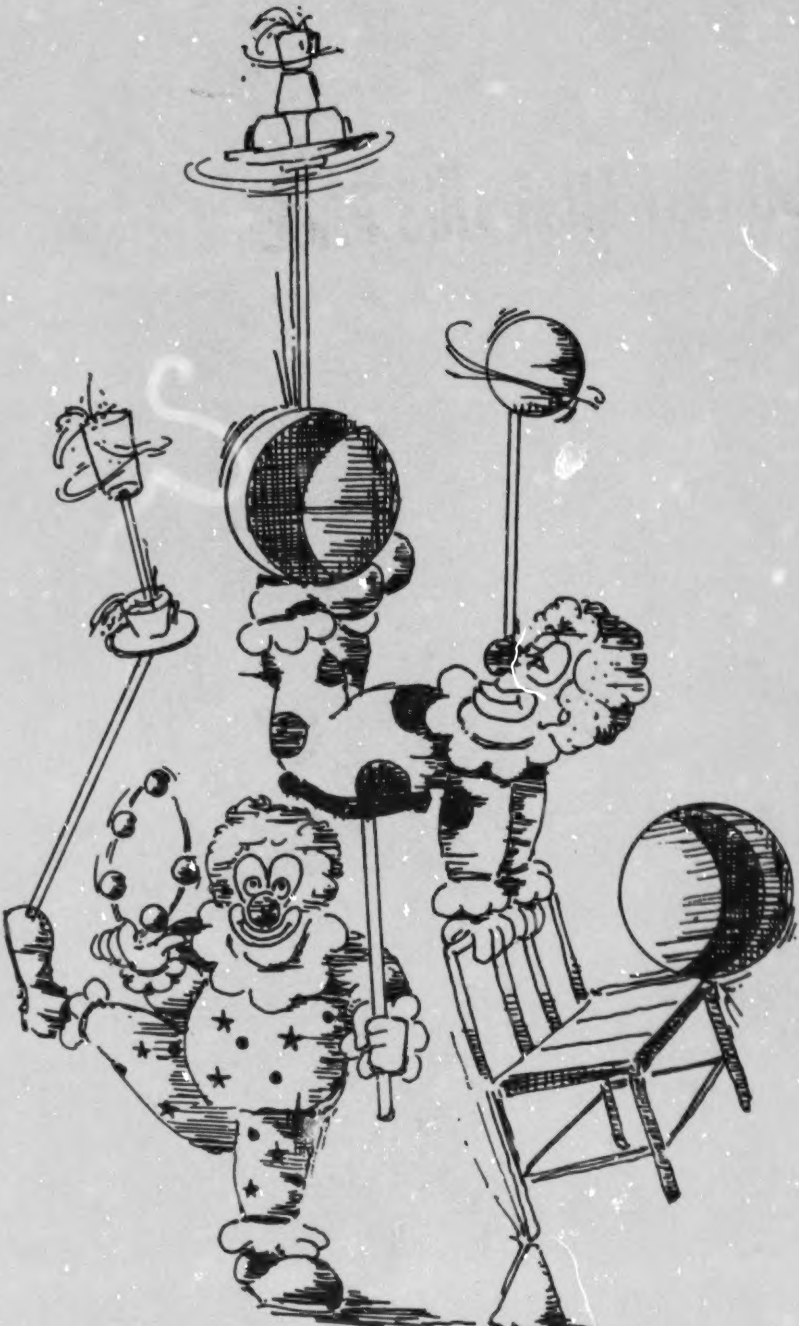
DEFINITION- The way you act in a certain way to a given situation.

TM-1

THE ELEVEN COMMANDMENTS OF A POSITIVE ATTITUDE.

1. *Thou shall smile often.*
2. *Thou shall change thy own ideas,dress, and behavior when needed.*
3. *Thou shall try to see the other person's point of view.*
4. *Thou shall not complain.*
5. *Thou shall accept the responsibilities for thy mistakes.*
6. *Thou shall not criticize others.*
7. *Thou shall think of others, and what is good for or helpful to others.*
8. *Thou shall look the other person in the eye.*
9. *Thou shall respect the ideas and opinions of others.*
10. *Thou shall not make excuses for thy own behavior.*
11. *Thou shall enjoy life and have many interests.*

ONE POSITIVE ATTITUDE SUPPORTS ANOTHER...



TM-3

ATTITUDES CAN BE COMMUNICATED WITHOUT WORDS...

UNIT II

ATTITUDES

ACTIVITY SHEET 2--WE AREN'T BORN WITH NEGATIVE ATTITUDES

1. How do you think people get negative attitudes?

2. Think of someone you know who has a negative attitude. How do they act?

3. Do you like to be around people who have negative attitudes? Explain your answer.

4. How would you go about helping a friend who developed a negative attitude?

5. What do you do when you find yourself getting a negative attitude?

UNIT II

ATTITUDES

ACTIVITY SHEET 3--CHANGING NEGATIVE ATTITUDES TO POSITIVE

Directions: Write a new sentence with a positive attitude to take the place of those listed below.

A. I need and must have approval and love from all the people I consider important.

B. I must not fail at anything. If I do, it proves that I am stupid, lazy, bad, or all three.

C. When people act unfairly, it means that they are mean, rotten people. They should not act that way! (This includes myself, and when I act that way, it means I am a bad person and I should feel guilty.)

D. When I am frustrated, treated unfairly, or rejected, it is terrible and I just can't stand it.

E. I can't change my feelings. Other people and things, including things that happened during my childhood, cause my feelings. Therefore, I have no control over my feelings.

F. Avoiding problems is easier than solving them. The way to be happy is to enjoy myself and avoid thinking about my problems.

UNIT II

ATTITUDES

ACTIVITY SHEET 4--CASE STUDIES

Directions: First read the case study, then answer the questions.

Bob was by no means the best-looking boy at Texas City Middle School. He did not make the best grades, nor was his family rich. However, Bob was by far the most popular boy in the school. Everyone liked him. Bob had a positive attitude that made people want to be around him.

A. Do you know a Bob in your school?

B. Can you describe the qualities about that person that make him/her so likable?

Tonya was just elected president of the Student Council. James, her opponent, cannot understand why the student body would elect a girl to such an important office. James would not have minded being beaten by another boy in the school. It is the fact that Tonya is a girl that bothers him. Although James could be a great help to the Student Council in other ways, he refuses to help in any way because a girl is the president.

A. Would you say that James is prejudiced? Why or why not?

B. How can being prejudiced affect the behavior of yourself and others?

C. Describe how being prejudiced can affect relations on the job.

Shelby was a little uneasy about moving to a new town and enrolling in a new school. She wondered if she would make new friends and really become a part of the school as she was in the town she lived in before. Although Shelby's concern can be understood easily, she really had no reason to worry. She had one of the happiest, most positive attitudes of any girl her age.

Everything went well for a while. Her positive attitude was appreciated by all. Then, to become part of what she thought was the most popular clique in the school, Shelby began to pick up their negative attitudes. She complained about everything, she rarely smiled, and she began to make fun of everyone and everything. Shelby slowly noticed that only those in the clique would hang around her. Her attitude not only had rubbed off when she was with the clique, but in her classes and at home. Luckily, a real friend told Shelby one day, "Look, Shelby, when you first came here, everyone liked to be around you. Now you talk about others and never smile any more. We can't stand to be around you."

Sure, Shelby was angry at first, but it did not take her long to realize that what her friend had told her was the truth. She soon became her old positive self again. She worried about losing the friends she had made, but something really strange happened. The members of the clique started acting as if they had a more positive attitude also.

A. How does being with others influence your own attitude?

B. Do you like to be around others who have negative attitudes? Why or why not?

C. If you worked with others who had negative attitudes, how would you act?

D. Why do you think the other members of the clique started having a more positive attitude?

UNIT II

ATTITUDES

ACTIVITY SHEET 5--DISCOVERING YOUR OWN ATTITUDE

Directions: Complete the following questions by circling yes or no.

WHAT'S YOUR ATTITUDE?

A.	1.	Do you smile often?	YES	NO
	2.	Are you willing to change when needed?	YES	NO
	3.	Are you able to see the other person's point of view?	YES	NO
	4.	Do you complain?	YES	NO
	5.	Do you accept the responsibility for mistakes?	YES	NO
	6.	Do you think of the good in others?	YES	NO
	7.	Do you criticize others?	YES	NO
	8.	Do you look the other person in the eye when speaking?	YES	NO
	9.	Do you respect the ideas and opinions of others?	YES	NO
	10.	Do you have a variety of interests?	YES	NO

B. What areas need improving?

C. Are you willing to improve in those areas?

D. Explain how you plan to improve those areas.

UNIT II

ATTITUDES

UNIT TEST--PART 1

Match the following terms with their correct definitions by placing the letter in the blank at the left.

_____ 1. Attitude

_____ 2. Prejudice

_____ 3. Criticize

_____ 4. Clique

_____ 5. Opponent

a. to stress the fault of others and things; to "put-down" others

b. one who takes the opposite position

c. to form an idea or opinion without just information

d. a group of persons who seldom let anyone else in their group; becomes a group because of the same interests, views, or purposes

e. the way you act in a certain way to a given situation

UNIT II

ATTITUDES

UNIT TEST--PART 2

A. List five of the eleven characteristics of a positive attitude.

1.

2.

3.

4.

5.

B. Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a T for True or an F for False in the space at the left.

_____ 1. A positive attitude is catching--it makes others want to be around you.

_____ 2. Having a positive attitude will not help you with school work.

_____ 3. Employers want employees with positive attitudes.

_____ 4. The first step in having a more positive attitude is to want a more positive attitude.

_____ 5. You should let yourself be influenced by those with negative attitudes.

_____ 6. You should realize that there will be some things you cannot control.

_____ 7. You should start making your own decisions.

_____ 8. You should look for the positive in the negative.

_____ 9. A positive attitude does not affect on-the-job relations.

_____ 10. You should not have a purpose for living--it doesn't matter if you make the most of the opportunities that come your way.

C. Explain in your own words how prejudice can affect attitudes. You may want to give an example.

UNIT III

INTERESTS

UNIT OBJECTIVE

After completing this unit, the student will be able to explain how interests affect career choice and to appraise his/her own interests or interest areas. The student will then identify occupations related to his/her own interests. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with interests
2. Explain how interests affect career choice
3. Explain ways he/she can discover his/her own interests
4. Identify his/her own interests or interest areas
5. Cite examples of occupations that are related to his/her own interests

UNIT III

INTERESTS

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Discuss terms and definitions.

      2. Complete ACTIVITY SHEET 1--LEARNING TERMS AND DEFINITIONS

   B. INFORMATION SHEET 2--UNDERSTANDING INTERESTS

      1. Discuss Information Sheet with students

      2. Have students give examples of how interests affect lifestyles.

      3. Have students survey parents, relatives, teachers, etc., to discover if they had (or currently have) hobbies similar to the careers they now have.

      4. Show the following transparencies to reinforce the myriad ways to discover interests.

         a. TM-1--INTERESTS INFLUENCE THE CAREER YOU CHOOSE

         b. TM-2--ASK YOURSELF QUESTIONS TO FIND OUT WHAT YOUR INTERESTS ARE

      5. To aid the students in discovering their own interests, have them complete the following Activity Sheets:

         a. ACTIVITY SHEET 2--ME BAGS

         b. ACTIVITY SHEET 3--INTEREST AND ACTIVITY APPRAISAL CHART

         (NOTE: Assist students in using the Occupational Outlook Handbook, the Dictionary of Occupational Titles, and the Dictionary of Holland Occupational Codes.

6. If you wish to use a standardized interest inventory, check with your vocational and/or school counselor to see if your school district has any on hand that would be applicable for use by your students.

   (NOTE: A list of interest inventories applicable for students in grades 6-12 is included under the References and Resources section.)

7. Use TM-3--DON'T STOP WHEN YOU FIND OUT WHAT YOUR INTERESTS ARE to reinforce the importance of learning more about the careers that match their interests.

8. ACTIVITY SHEET 4--PEOPLE WITH THE SAME INTERESTS will assist students in obtaining a three-letter code to be used in matching interests/personality types with careers.

   (NOTE: Because of the reading involved in this activity, you may wish to do this activity in a group setting, reading all statements, and having the students indicate their answers on the Activity Sheet.)

   a. Using the three-letter code, assist the students in locating occupations in the Dictionary of Holland Occupational Codes.

      (NOTE: See ANSWERS TO ACTIVITY SHEETS for further explanation of the interpretation of this activity.)

   b. The Dictionary of Holland Occupational Codes can be purchased from the Consulting Psychologists Press, Inc., 577 College Ave., Palo Alto, CA 94306.

9. Stress the importance of also learning about those careers that are similar to the careers they have researched.

III. Answers to Activity Sheets

   A. Some Activity Sheet answers will vary and should be graded individually.

   B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

   A. The test is divided into two parts.

      1. Each part covers one Information Sheet.

      2. Each part uses various methods of testing.

   B. Various approaches may be used in testing.

      1. Give each part of the test after the student has completed the information on one Information Sheet.

      2. Give the entire test upon completion of the unit.

      3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For ease in grading, make corresponding answer sheets for additional test parts added.

VI. References and Resources

A. Gottfredson, Gary P., et. al. Dictionary of Holland Occupational Codes. Palo Alto: Consulting Psychologists Press, Inc., 1982.

B. Isaacson, Lee C. Career Information in Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1977.

C. Safari, A Comprehensive Career Guidance Program for Secondary, Community College, College and University Levels. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA, 92415.

D. Shertzer Bruce and James P. Linden. Fundamentals of Appraisal--Assessment Techniques for Counselors. Boston: Houghton Mifflin, 1979.

Interest inventories applicable for students in grades 6-12:

E. Kuder General Interest Survey
Form-E (Grades 6-12)
Science Research Associates, Inc.
115 North Wacker Drive
Chicago, IL 60606

F. Ohio Vocational Interest Survey (Grades 8-12)
The Psychological Corporation
757 Third Avenue
New York, NY 10017

G. Self-Directed Search (Grades 8-12)
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306

Applicable for Special Needs Students

The limited-English proficient student may require a testing instrument in his/her native language. To obtain information about current oral and written tests available for the LEP student, write for the catalog, Assessment Instruments in Bilingual Education at the following address:

National Dissemination and Assessment Center
California State University
515 State University Drive
Los Angeles, CA 90032

Several pictorial interest inventories have been published in the last few years to assist those students with limited reading skills. The following interest inventories are applicable for students in grades 9-12:

Becker Reading Free Vocational Interest Inventory
Elbern Publishing
Columbus, Ohio

Career Assessment Survey Exploration
America Assessment Corporation
P.O. Box 1125
Gardendale, AL 35071
Call: (214) 991-5252 for information about distribution in Texas.

Individual Career Exploration
Scholastic Testing Service
480 Meyer Road
Bensenville, IL 60106

Wide Range Interest-Opinion Test
Jastak Associates, Inc.
1526 Gilpin Avenue
Wilmington, DE 19806

UNIT III

INTERESTS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. checklist
2. hobby
3. prestige
4. risk
5. task
6. elective
7. interest
8. inventory

ACTIVITY SHEETS 2-3

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 4

1. Match the students' answers to the letter code:

ANSWER	LETTER CODE	INTERPRETATION
A	R	Occupations classified as Realistic (R) tend to involve concrete and practical activity involving machines, tools, or materials.
B	S	Occupations classified as Social (S) involve working with people in a helpful way.
C	E	Occupations classified as Enterprising (E) involve working with people in a supervisory or persuasive way.
D	C	Occupations classified as Conventional (C) involve working with things, numbers, or machines in an orderly way to meet the regular and predictable needs of an organization.
E	A	Occupations classified as Artistic (A) involve creative work in the arts: music, writing, performance, sculpture, etc.
F	I	Occupations classified as Investigative (I) involve analytical or intellectual activity aimed at problem solving, trouble shooting, or the creation and use of knowledge.

2. Obtain the three-letter Holland Code. The first letter is the most important. It shows the major category into which the occupation falls and conveys the most information about the occupation.

3. Using the three-letter code obtained for the students, assist them in using the Dictionary of Holland Occupational Codes to match their interests/personality types to the appropriate occupations.

UNIT III

INTERESTS

ANSWERS TO UNIT TEST

PART 1

1. g
2. a
3. f
4. c
5. h
6. b
7. e
8. d

PART 2

A.
x 1.
x 2.
x 3.
x 4.
x 5.

B. Answers will vary; however, the student must have the basic concept that interests influence experiences. Therefore, one is most likely to choose a career that one knows something about.

C.
x 1.
___ 2.
x 3.
___ 4.
x 5.
x 6.
x 7.

D. Two of these three:

1. Occupational Outlook Handbook
2. Dictionary of Occupational Titles
3. Dictionary of Holland Occupational Codes

E-F. Evaluated to the satisfaction of the instructor.

UNIT III

INTERESTS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Checklist--a form on which you place a checkmark next to a list of those tasks or careers that would interest you; you are then asked to see if there is a pattern to the checkmarks, in order to help you in determining those careers that would fit your interests.

2. Electives--those courses that you take because you want to

3. Hobby--something that you do often for fun or leisure if you are free to do anything you wish

4. Interest--something to which you give special attention

5. Inventory--estimate of your interests based upon responses to a set of questions concerning your likes and dislikes; most scores are obtained by comparing your responses to those individuals in the field.

6. Prestige--a need to be famous or have the respect of others

7. Risk--chance of getting hurt, or of losing, failing, etc.; danger

8. Task--an "everyday" duty that is required in order to perform a career

UNIT III

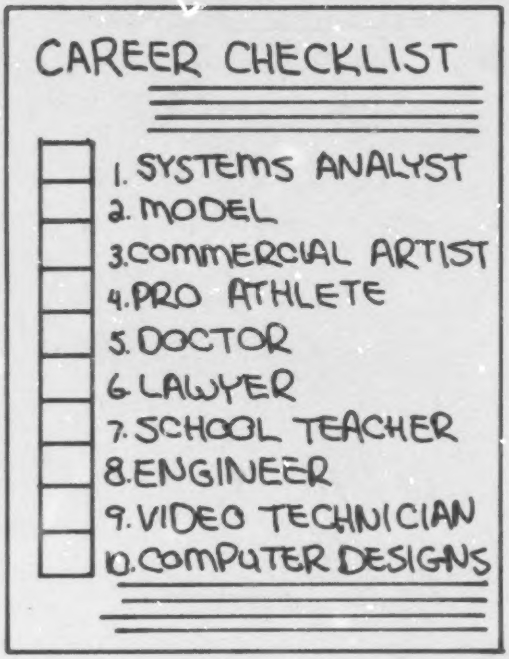
INTERESTS

ACTIVITY SHEET 1--LEARNING TERMS AND DEFINITIONS

Directions: First read the statement and look at the picture. Choose your answers from the words below.

Inventory
Task
Hobby
Elective

Risk
Prestige
Interest
Checklist

1. 

CAREER CHECKLIST

- ☐ 1. SYSTEMS ANALYST
- ☐ 2. MODEL
- ☐ 3. COMMERCIAL ARTIST
- ☐ 4. PRO ATHLETE
- ☐ 5. DOCTOR
- ☐ 6. LAWYER
- ☐ 7. SCHOOL TEACHER
- ☐ 8. ENGINEER
- ☐ 9. VIDEO TECHNICIAN
- ☐ 10. COMPUTER DESIGNS

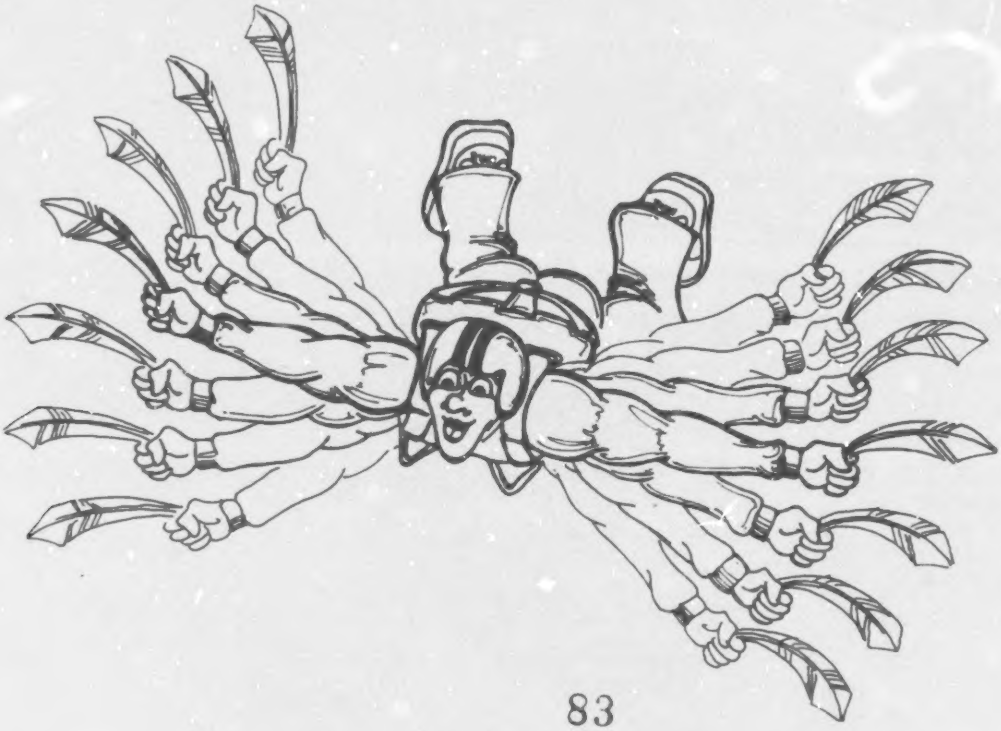
What is this called? ____________________

2. Joe likes to play his guitar whenever he has any free time. What is playing his guitar called? ____________________

3. Jill would like to be famous and to have the respect of others. What is this need called? ______________________________

4. Bill enjoys skydiving. He likes the excitement, the chances he takes, and the danger. What is the word that describes what Bill enjoys?

____



5. Dollie must do an "everyday" duty that all secretaries get used to as just being part of her job. This "duty" is also known as a ____________________.

6. Karen chose to take football--although it was not required of her to pass the eighth grade. Football is a (an) ____________________, rather than being a required course.

7. Maria likes to play tennis, read all about it in magazines and books, and watch the tennis matches on television. Maria has a (an) ________________ in tennis.

8. Bob, an eighth grader, is having a difficult time deciding on his high school schedule. His counselor gave him several tests that asked Bob to answer questions about what he liked and disliked. She told him that the scores on the test were obtained by comparing his results with people who were in the field. Bob took a (an) interest ________________.

UNIT III

INTERESTS

INFORMATION SHEET 2--UNDERSTANDING INTERESTS

I. Why You Should Learn What Your Interests Are

A. Interests affect your lifestyle.

1. The hobby(ies) you pursue

2. The people with whom you come in contact

3. The money you need to pursue your interests

B. Your interests often satisfy social/emotional needs.

EXAMPLE: prestige, security, etc.

C. Interests influence greatly the career you choose.

1. If you are interested in something, you will put forth extra effort and time in learning more about it.

2. Your interests influence your experiences.

a. Studies show you are more likely to choose a career that you know something about.

b. Studies also show you are more likely to choose a career if you have known someone who had the career.

II. How You Can Find Out What Your Interests Are

A. Ask yourself these questions

1. How do I spend my spare time?

2. What classes have I chosen as electives in school?

3. What are my hobbies?

4. If I seem to change hobbies often, is there a pattern to the types of hobbies I pursue?

EXAMPLE: Drawing, cartoons; drawing, mechanical; painting, artistic.

5. Is there a pattern to the type of television shows I watch, the books I read, the articles in magazines and newspapers that catch my eye, etc.?

B. Complete measures of interest

1. Checklists

2. Inventories

III. What to Do after You Know What Your Interests Are

A. Use resources that will assist you in matching your interests to different careers.

1. Occupational Outlook Handbook
2. Dictionary of Occupational Titles
3. Dictionary of Holland Occupational Codes

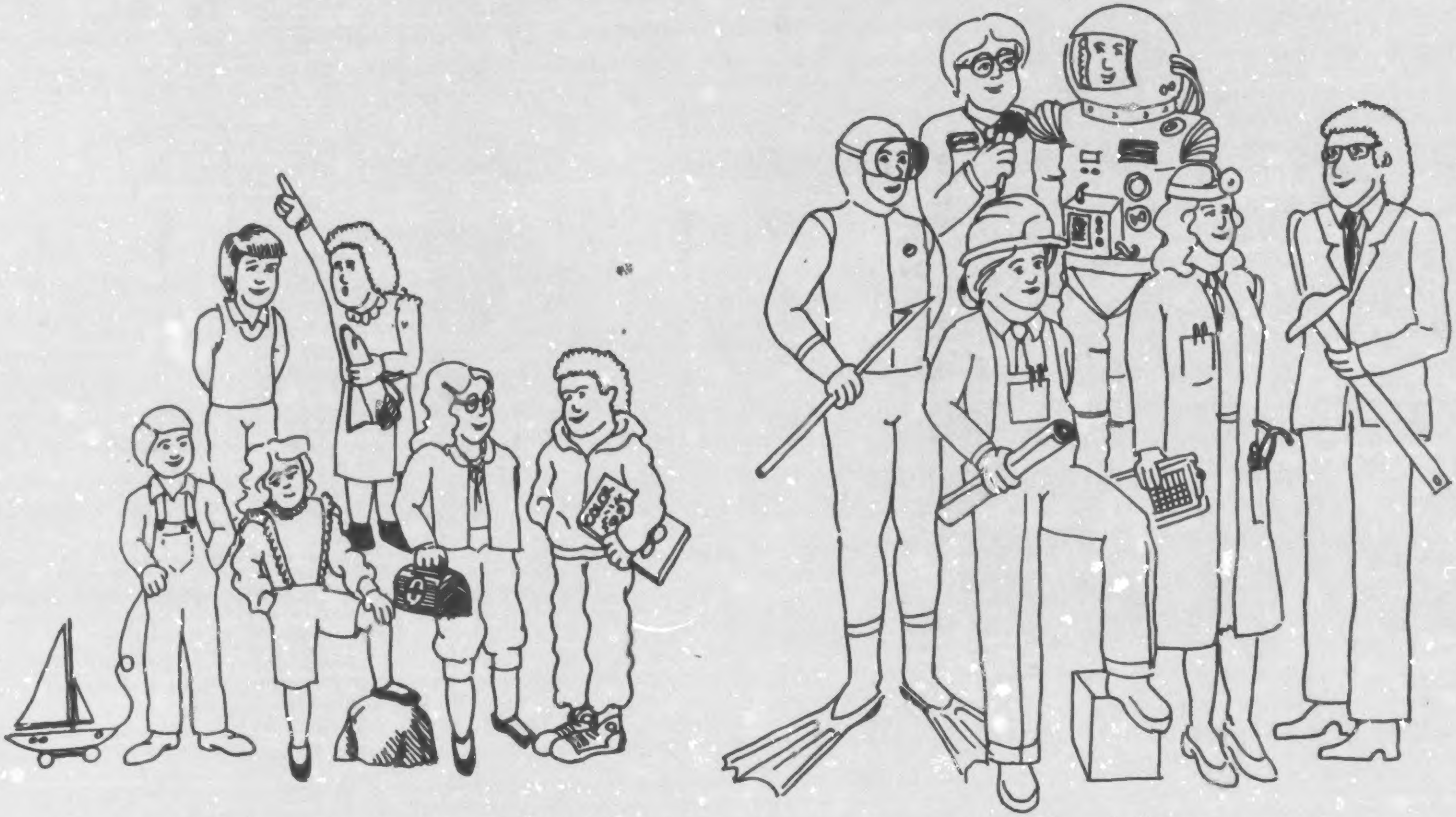
(NOTE: After completing some interest inventories, you will be given a profile sheet that lists those careers that match your interests.)

B. Find out all you can about those careers that match your interests.

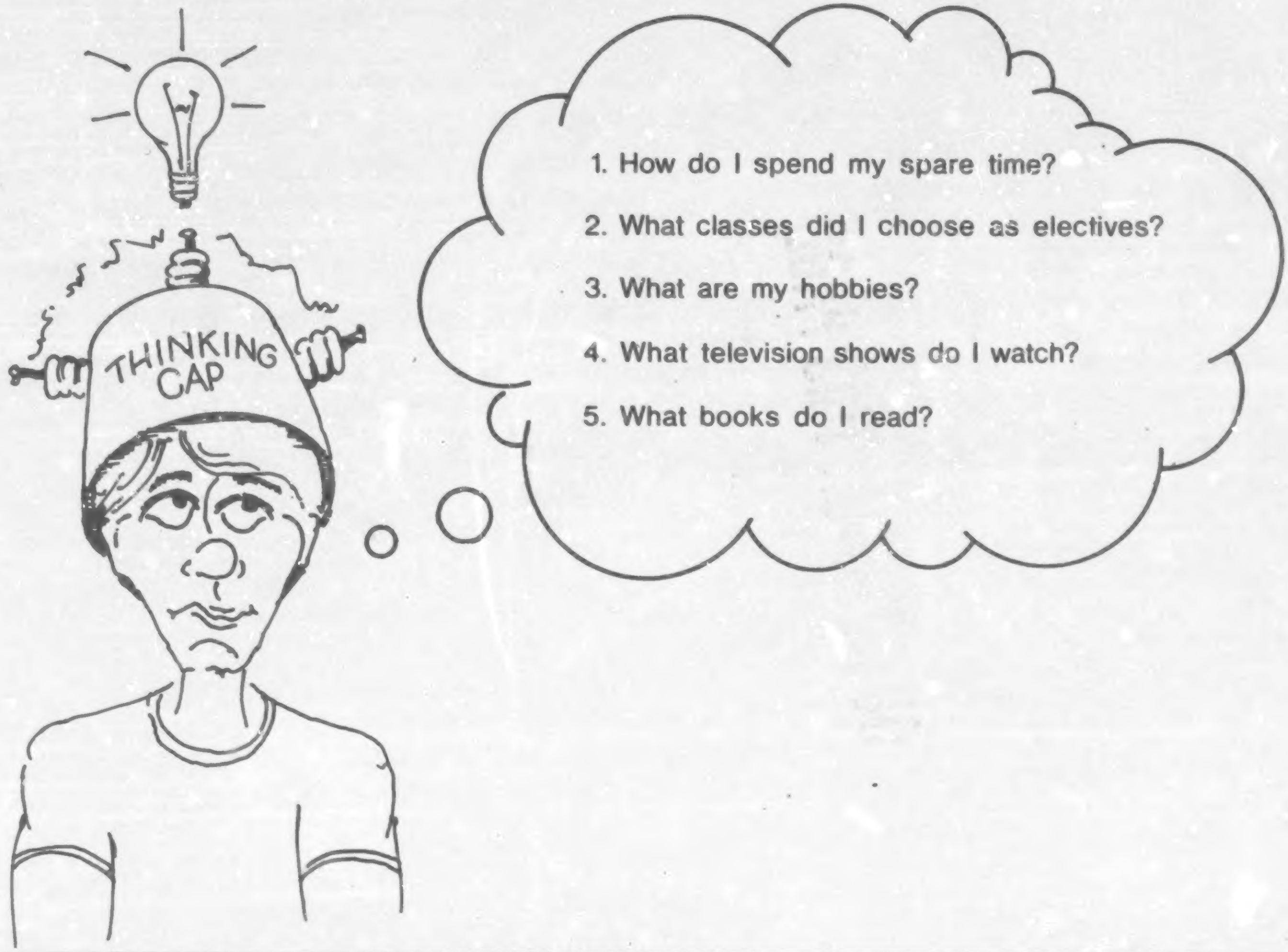
1. Check out books from your school and/or community library that contain information about the careers.
2. Talk to people who currently have the careers.
3. Visit the places where the careers are performed.
4. Look for information on different careers that are similar to those that match your interests.

(NOTE: Always remember that your interests could change as you are exposed to new experiences.)

INTERESTS INFLUENCE THE CAREER YOU CHOOSE



ASK YOURSELF QUESTIONS TO FIND OUT WHAT YOUR INTERESTS ARE

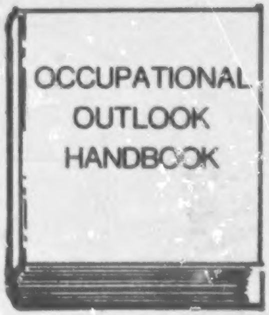


1. How do I spend my spare time?
2. What classes did I choose as electives?
3. What are my hobbies?
4. What television shows do I watch?
5. What books do I read?

TM-2

DON'T STOP
WHEN YOU FIND OUT YOUR INTERESTS...

1. Use resources to assist you in matching your interests to your careers.



2. Find out all you can about the careers.

BOOKS

TALK

VISIT

UNIT III

INTERESTS

ACTIVITY SHEET 2--ME BAGS

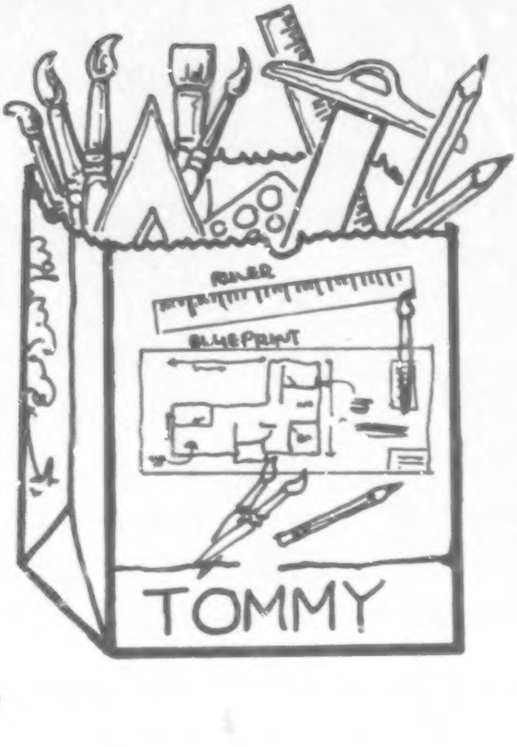
Directions: Using large grocery sacks, tell something about yourself and your interests.

1. Decorate the outside of the sack using small objects, pictures from magazines, etc., that would show others something about yourself and your interests (you may also wish to decorate the outside of the sack by cutting out or drawing the letters of your name).

2. Fill the sack with objects that show your interests.

   EXAMPLES: tennis rackets, books, video games, etc.

3. Share the information with your classmates.



UNIT III

INTERESTS

ACTIVITY SHEET 3--INTEREST AND ACTIVITY APPRAISAL CHART

Directions: Complete the Interests and Activity Appraisal Chart according to the following directions.

1. List ten of your present interests or activities.
2. After you complete the list, go back and rank them in order of those you like the most--number 1 being the most important.
3. Estimate how often you do this activity--daily, weekly, monthly, etc.
4. Note whether you prefer to do the activity alone or with someone.
5. Note whether you like to be indoors or outdoors.
6. Estimate the cost of doing the activity.
7. Place a "✓" if there is some kind of risk involved.
8. Place a "✓" if the activity gives you prestige.
9. After completing the appraisal, list in the last column an occupation or occupations that might relate to each interest or activity.
10. After completing the chart, answer the following questions:

A. If you found that your interests often involve people, what occupations can you name which would require working closely with people.

B. If you found that your interests often have more to do with either indoors or outdoors, name occupations which would fit this need?

C. If money is an important factor to your interest, can you think of any occupations which would satisfy both your need for money and your interest?

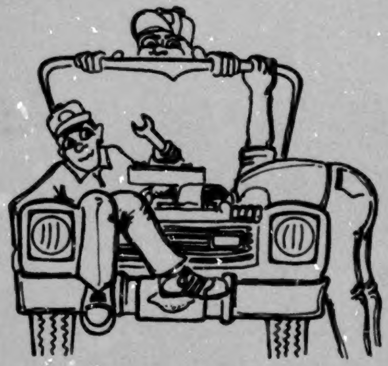
D. If you found that most of your interests contain an element of risk, what occupations can you think of that would contain some form of risk?

E. If prestige seemed to be important to you, can you name occupations that would provide you prestige?

F. Write down any occupations that you mentioned twice or more. Use available resources to find out more information concerning these occupations.

INTEREST AND ACTIVITY APPRAISAL CHART

INTERESTS/ACTIVITIES	RANK	HOW OFTEN	PEOPLE/ALONE	INDOORS/OUTDOORS	MONEY	RISK	PRESTIGE	OCCUPATIONS

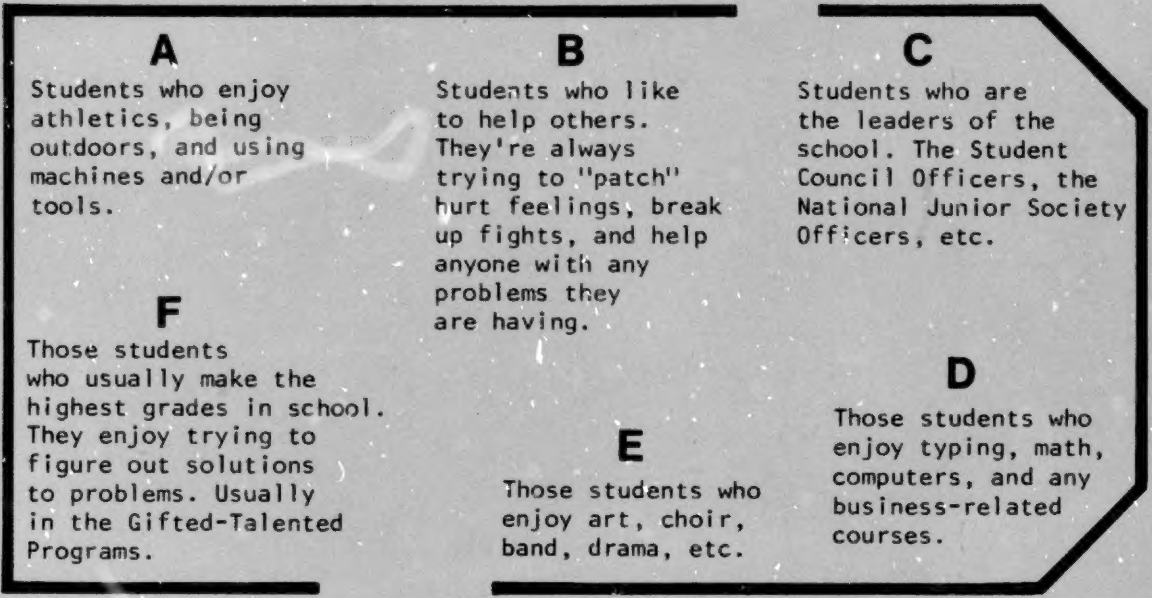


UNIT III

INTERESTS

ACTIVITY SHEET 4--PEOPLE WITH THE SAME INTERESTS

Directions: Below is a picture of a room in which a party is taking place. Those not dancing have all gathered in the corners because of their similar interests.



A

Students who enjoy athletics, being outdoors, and using machines and/or tools.

B

Students who like to help others. They're always trying to "patch" hurt feelings, break up fights, and help anyone with any problems they are having.

C

Students who are the leaders of the school. The Student Council Officers, the National Junior Society Officers, etc.

D

Those students who enjoy typing, math, computers, and any business-related courses.

E

Those students who enjoy art, choir, band, drama, etc.

F

Those students who usually make the highest grades in school. They enjoy trying to figure out solutions to problems. Usually in the Gifted-Talented Programs.

1. If you attended this party, which corner of the room would you be drawn to, or which group would you enjoy being with for the longest period of time? You do not have to do any talking--you can just listen. Write down the letter of your choice and things about the group that interest you the most.

2. Assume that awhile later the group that you chose had to leave to attend a banquet. Of the groups that remain now, which would you be drawn to, or whose company would you enjoy for the longest time. Again, write down the letter of your choice and things about the group that interest you the most.

3. Suppose the last group also had to leave to attend the banquet. Of the groups that remain now, which would you choose. Write down the letter of your choice and things about the group that interest you the most.

This exercise is based on research done by Dr. John L. Holland. He states that people tend to be attracted to those who have the same interests and skills as they do. Holland also states that people can be grouped into personality types.

SUGGESTED FOLLOW-UP: Completion of the Self-Directed Search.

UNIT III

INTERESTS

UNIT TEST--PART 1

Match the following terms to their definitions by placing the correct letter in the blank at the left.

_____ 1. Task

_____ 2. Electives

_____ 3. Checklist

_____ 4. Prestige

_____ 5. Inventory

_____ 6. Risk

_____ 7. Interest

_____ 8. Hobby

a. those courses that you take because you want to

b. chance of getting hurt, or of losing, failing, etc.; danger

c. a need to be famous or have the respect of others

d. something that you do often for fun or leisure if you are free to do anything you wish

e. something that you give special attention to

f. a form on which you place a checkmark next to a list of those tasks or careers that would interest you

g. an "everyday" duty that is required in order to perform a career

h. estimate of your interests based upon responses to a set of questions concerning your likes or dislikes

UNIT III

INTERESTS

UNIT TEST--PART 2

A. Place an X next to the reasons for learning what your interests are.

_____ 1. Interests affect your lifestyle.

_____ 2. Interests affect the people with whom you come in contact.

_____ 3. Interests influence the career you choose.

_____ 4. Interests often satisfy social/emotional needs.

_____ 5. Interests affect the hobby(ies) you pursue.

B. Explain how interests affect career choice.

C. Place an X next to those questions you can ask yourself to find out what your interests are.

_____ 1. How do I spend my free time?

_____ 2. How many brothers and sisters do I have?

_____ 3. Do I have any hobbies?

_____ 4. Where do I live?

_____ 5. What electives have I chosen in school?

_____ 6. Is there a pattern to the hobbies I pursue?

_____ 7. Is there a pattern to the type of television shows I watch, the books I read, etc.

D. List two resources that will assist you in matching your interests to careers.

1.

2.

E. Name two interests you discovered that you have.

1.

F. Name two occupations that you discovered are related to your interests.

1.

2.

UNIT IV

ABILITIES

UNIT OBJECTIVE

After completing this unit, the student will be able to explain how abilities affect career choice and how to appraise his/her own ability or abilities. The student will then be able to identify careers related to his/her own abilities. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with abilities
2. Explain how abilities affect career choice
3. Explain ways in which he/she can discover his/her own abilities
4. Identify his/her own ability or abilities by completing an informal test measure
5. Cite examples of careers related to his/her abilities

UNIT IV

ABILITIES

NOTES TO THE INSTRUCTOR

I. Objective Sheet

A. Discuss the unit objective with the students.

B. Discuss each specific objective.

C. Have the students complete the objectives in a sequence best suited to your classroom.

D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Discuss terms and definitions.

2. Complete ACTIVITY SHEET 1--WORD FIND.

B. INFORMATION SHEET 2--UNDERSTANDING ABILITIES

1. Discuss the Information Sheet with students.

2. Stress the importance of understanding their abilities as a major determinant of career success.

3. Discuss how an understanding of their abilities can help them solve the problem of deciding upon a career.

(NOTE: With over 20,000 constantly changing careers available, a person must have some means of narrowing down the options.)

4. Show TM-1--NARROWING YOUR CHOICES.

5. Because zeroes tend to bring grades down considerably, stress the fact that checking grades will only be beneficial in determining abilities if the students have completed assignments and tried to do their best.

6. To aid the students in discovering their abilities, have them complete ACTIVITY SHEET 2--DISCOVERING YOUR ABILITIES. Because self-appraisal measures are difficult to complete, we tend to underestimate our abilities; therefore, students should be reminded of this fact and of the importance of honestly completing the Activity Sheet.

7. To reinforce the importance of following up the discovery of abilities, have the students complete ACTIVITY SHEET 3--MATCHING YOUR ABILITIES TO CAREERS.

a. Show TM-2--MATCH YOUR ABILITIES TO CAREERS to reinforce this area of instruction.

b. Assist the students in locating information about the careers that interest them and the abilities needed for each particular career.

c. Assist students in locating similar careers if the career(s) they were interested in did not match their abilities.

III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The test is divided into two parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For ease in grading, make corresponding answer sheets for additional test parts added.

VI. References and Resources

A. Catell, Raymond B. Abilities: Structure, Growth, and Action. Boston: Houghton Mifflin Company, 1971.

B. Issacson, Lee E. Career Information in Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1977.

C. Safari, A Comprehensive Career Guidance Program for Secondary, Community College, College, and University Levels. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA., 92415.

D. Shertzer, Bruce and James D. Linden. Fundamentals of Appraisal: Assessment Techniques for Counselors. Boston: Houghton Mifflin Company, 1977.

UNIT IV

ABILITIES

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

```
S R A B I L I T Y C D E F G I J L K T Q
O Z T K L B M A N U A L T U I E W X Z F
U S I L A C M U S I C A L O R E W B N H
N N J K L E R E R E S O C I A L O P Y K
A C H I E V E M E N T L E V E L L A L T
W E R E P R E D T E D C Z W I O R K K E
C R E A T I V E L I T E R A C Y A B I L
E I V H S N O W O L P X I R M C G Y R S
I N T E L L I G E N C E O S G T E D C H
E T I C S H H J A N A L Y T I C A L X B
R Y I P Q W S G D K V N M Z H F Y G H S
T I S V O P P E R S U A S I V E C H J K
P E D H C Y E V U O L K O W O G N V H T
T O W I V G H I O W D S F T E R B V N U
Y P E G B C S W Q R E D F J K O W P M E
E T Y P B S H E H N M S W E R O G R S R
Q T E W I G N M S G Y E Y V D G H P Y T
B K I T G B C D E T U H A D E R I P H R
I K E P H Y S I C A L E O B C H S T F P
T O E P B D H B W A Z X H I P F G K N E
```

1. Creative literacy
2. Musical
3. Manual
4. Ability
5. Intelligence
6. Persuasive
7. Achievement level
8. Analytical
9. Physical
10. Social

ACTIVITY SHEETS 2 & 3

Evaluated to the satisfaction of the instructor.

UNIT IV

ABILITIES

ANSWERS TO UNIT TEST

PART 1

1. b
2. d
3. e
4. h
5. c
6. g
7. j
8. f
9. a
10. i

PART 2

A. 1. F
   2. T
   3. T
   4. T
   5. F
   6. T

B. 1. Use resources in the classroom to find information on the careers that interest you.

   2. Check what abilities are needed to be a success at the career.

   3. Match your abilities with those required for the career.

   4. If the career requires abilities you do not have, look at other careers that are similar.

C-D. Evaluated to the satisfaction of the instructor.

UNIT IV

ABILITIES

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Ability--the power or means to do something
2. Achievement level--stage of progress after a period of training or learning
3. Analytical--ability to break something into its parts to examine them and see how they fit together
4. Creative literacy--ability to write with imagination
5. Intelligence--the ability to learn and understand
6. Manual--made, done, or worked with the hands
7. Musical--skilled in music
8. Persuasive--ability to get someone to do or believe something by making it seem like a good idea
9. Physical--the working of the body in a manner in which a desired goal is reached
10. Social--enjoying the company of others

UNIT IV

ABILITIES

ACTIVITY SHEET 1--WORD FIND

Directions: Complete the sentences using the following words, and then locate the words in the Word Find by drawing a line through the word.

Ability
Achievement level
Analytical
Creative literacy
Intelligence
Manual
Musical
Persuasive
Physical
Social

S	R	A	B	I	L	I	T	Y	C	D	E	F	G	I	J	L	K	T	Q
O	Z	T	K	L	B	M	A	N	U	A	L	T	U	I	E	W	X	Z	F
U	S	I	L	A	C	M	U	S	I	C	A	L	O	R	E	W	B	N	H
N	N	J	K	L	E	R	E	R	E	S	O	C	I	A	L	O	P	T	R
A	C	H	I	E	V	E	M	E	N	T	L	E	V	E	L	L	A	L	T
W	E	R	E	P	R	E	D	T	E	D	C	Z	W	I	O	R	K	K	E
C	R	E	A	T	I	V	E	L	I	T	E	R	A	C	Y	A	B	I	L
E	I	V	H	S	N	O	W	Q	L	P	X	I	R	M	C	G	Y	R	S
I	N	T	E	L	L	I	G	E	N	C	E	O	S	G	T	E	D	C	H
E	T	I	C	S	H	H	J	A	N	A	L	Y	T	I	C	A	L	X	B
R	Y	I	F	Q	W	S	G	D	K	V	N	M	Z	H	F	Y	G	H	S
T	I	S	V	J	P	P	E	R	S	U	A	S	I	V	E	C	H	J	K
P	E	D	H	C	Y	E	V	U	O	L	K	O	W	O	G	N	V	H	T
T	O	W	I	V	G	H	I	O	W	D	S	F	T	E	R	B	V	N	U
Y	P	E	G	B	C	S	W	Q	R	E	D	F	J	K	O	W	P	M	E
E	T	Y	P	B	S	H	E	H	N	M	S	W	E	R	O	G	R	S	R
Q	T	E	W	I	G	N	M	S	G	Y	E	Y	V	D	G	H	P	Y	T
B	K	I	T	G	B	C	D	E	T	U	H	A	D	E	R	I	P	H	R
I	K	E	P	H	Y	S	I	C	A	L	E	O	B	C	H	S	T	F	P
T	O	E	P	B	D	H	B	W	A	Z	X	H	I	P	F	G	K	N	E

1. To write with imagination is ____________ ________________.

2. Skilled in music is also known as being ________________________.

3. To be made, done, or worked with the hands is also known as ___________.

4. The power or means to do something is a (an) ___________________________.

5. The ability to learn and understand is ___________________________________.

6. The ability to get someone to do or believe something by making it seem like a good idea is ______________________________.

7. The stage of progress after a period of training or learning is known as a (an) _____________________________.

8. The ability to break something into its parts to examine them and see how they fit together is also known as being __________________________.

9. The working of the body in a manner in which a desired goal is reached is also known as _____________________________.

10. Enjoying the company of others is also known as ______________________.

UNIT IV

ABILITIES

INFORMATION SHEET 2--UNDERSTANDING ABILITIES

I. Why You Should Learn What Your Abilities Are

   A. Knowing what your abilities are can serve as a means for learning what your strengths and weaknesses are.

   B. Knowing what your abilities are can help you avoid choosing a career you would be unhappy with.

      1. Your interest in a certain career does not guarantee that you will be successful in it.

      2. You must be able to perform the duties that make the career.

         EXAMPLE: Tom is interested in becoming a brain surgeon. He has read many books on the subject and has gone so far as to speak with a brain surgeon in his hometown. Tom, however, does not have steady hands. In fact, they tend to shake all the time. Therefore, Tom has the interest, but not the ability.

   C. Knowing what your abilities are can help you narrow your choice of careers.

II. Ways to Find Out What Your Abilities Are

   A. Checking the grades you have made will help you find out what subjects you do best in.

      (NOTE: Only if you completed all assignments and tried to do your best.)

B. Checking your achievement level will give you an idea of your strengths and weaknesses.

(NOTE: Achievement tests are usually given each year. If you do not already know the results, check with your school counselor.)

C. Think of those things that others have said you are good at.

D. Complete ability test measures.

III. Steps to Take After You Discover Your Abilities

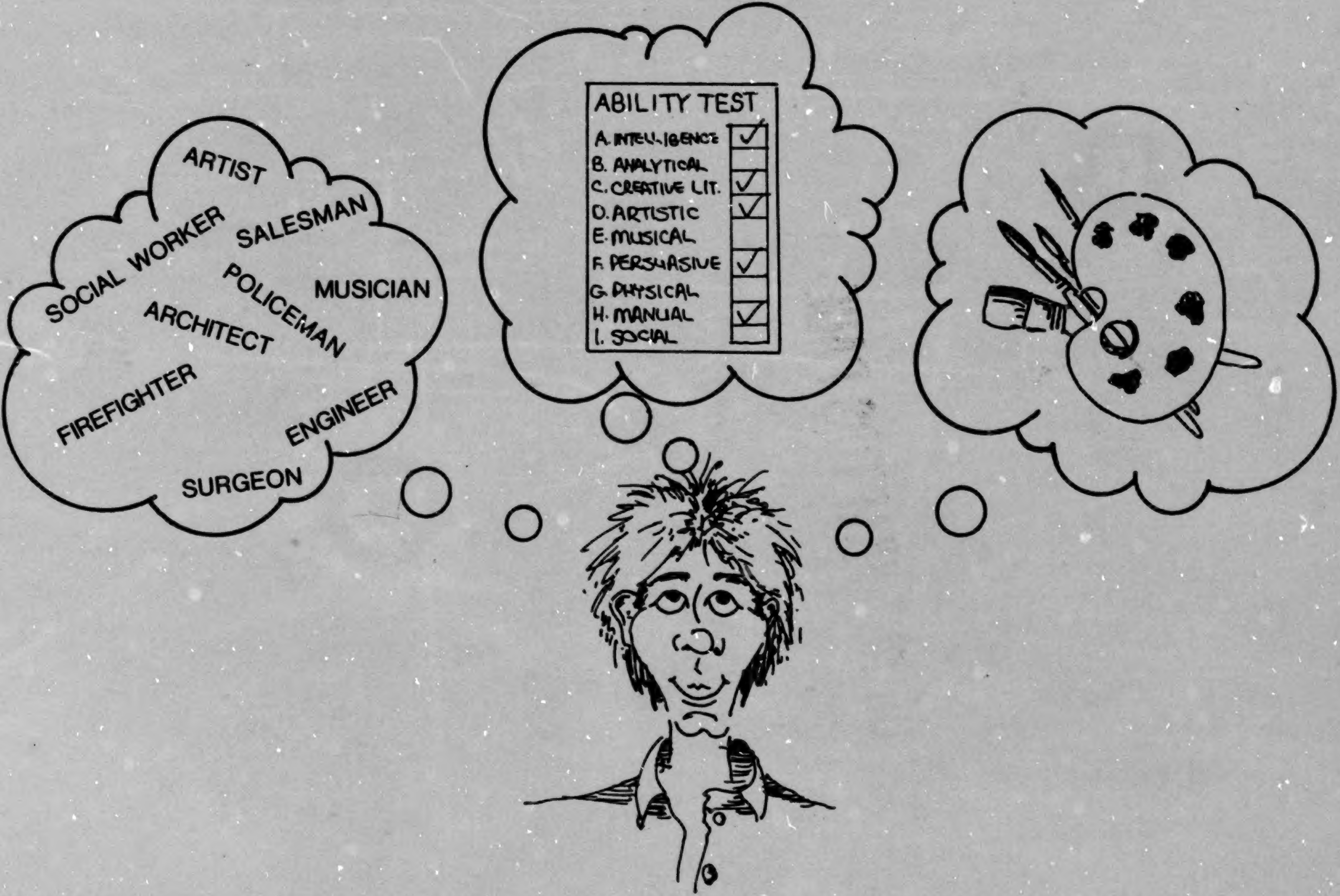
A. Use resources in your classroom to find information on those careers that interest you.

B. Check what abilities are needed to be a success at the career.

C. Match your abilities with those required for the job.

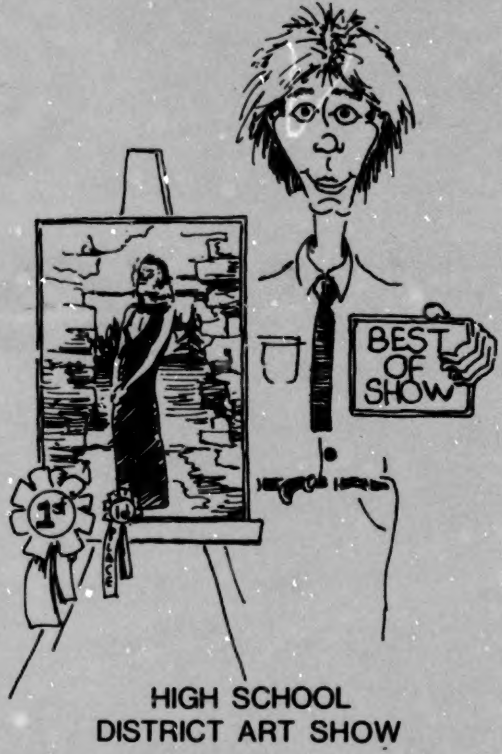
D. If the career requires abilities you do not have, look at other careers that are similar.

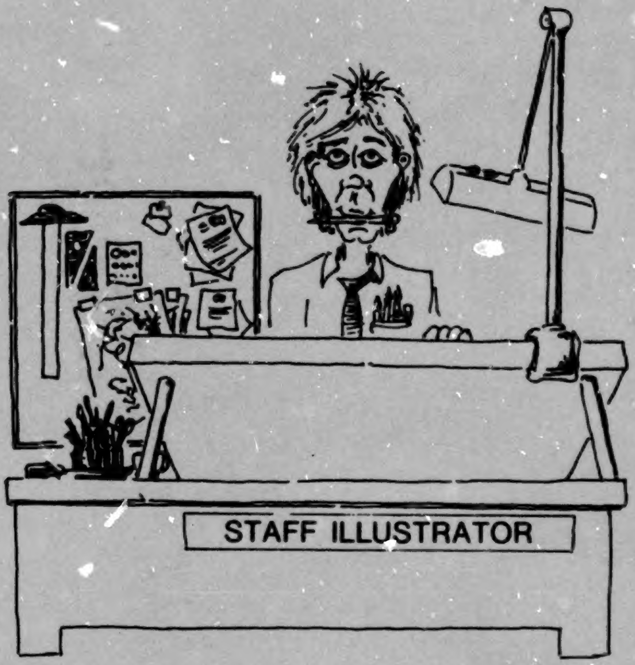
NARROWING YOUR CHOICES



TM-1

MATCH YOUR ABILITIES TO CAREERS





TM-2

UNIT IV

ABILITIES

ACTIVITY SHEET 2--DISCOVERING YOUR ABILITIES

Directions: Here are some questions to help you discover more about your abilities. If you get more yes answers for a group, it probably means it is one in which you are likely to do well, or at least one you should look at more closely. Answer the following questions by placing a check in the blank that best answers the questions about you.

A. DO YOU:	YES	NO
1. Think things out for yourself?	___	___
2. See the relationship between what you learn and what you have learned before?	___	___
3. Remember what you have learned without much effort?	___	___
4. Know more about certain subjects than your classmates?	___	___
5. Have above average grades in many of your subjects?	___	___

TOTAL YES ANSWERS ______________

B. DO YOU:	YES	NO
1. Spend extra time on an assignment that really interests you?	___	___
2. Work on projects even after you have failed to get the results you want after several tries?	___	___
3. Want to know the causes and reasons for things happening?	___	___
4. Enjoy reading about new inventions or discoveries?	___	___
5. Enjoy understanding what makes things work, even to the extent of taking them apart?	___	___

TOTAL YES ANSWERS ______________

C.	ARE YOU THE TYPE OF PERSON WHO:	YES	NO
1.	Writes essays that teachers say are really good?	___	___
2.	Writes stories that others have said are really good?	___	___
3.	Writes poetry that others have said is really good?	___	___
4.	Reads every chance you get?	___	___
5.	Is good at coming up with new ideas for stories, poems, etc.?	___	___

TOTAL YES ANSWERS ______________

D.	DO YOU:	YES	NO
1.	Enjoy drawing or painting?	___	___
2.	Draw pictures that others say are really good?	___	___
3.	Sketch cartoons that others say are really good?	___	___
4.	Use art as a way of telling others what you think or how you feel?	___	___
5.	Enjoy looking at art work that others have done?	___	___
6.	Draw pictures while daydreaming?	___	___
7.	Use oil paints or pastels with success?	___	___

TOTAL YES ANSWERS ______________

E. DO YOU:

		YES	NO
1.	Sing well?	___	___
2.	Have others who ask you to sing for special occasions?	___	___
3.	Take lessons from someone to learn to play a musical instrument?	___	___
4.	Have others who ask you to play a musical instrument for special occasions?	___	___
5.	Perform in a musical group at church, school, or for money?	___	___
6.	Enjoy listening to music?	___	___
7.	In the opinion of someone who is an expert, have a musical talent above that of most persons?	___	___

TOTAL YES ANSWERS ______________

F. ARE YOU GOOD AT:

		YES	NO
1.	Selling things?	___	___
2.	Making others see your point?	___	___
3.	Getting your friends to do something you wish?	___	___
4.	Getting your parents to let you do something you wish?	___	___

TOTAL YES QUESTIONS ______________

G. DO YOU:

		YES	NO
1.	Play on a sports team at your school or in your city?	___	___
2.	Participate in a physical activity often?	___	___
3.	Enjoy watching sports either in person or on television?	___	___
4.	Receive praise from your coach on how well you perform?	___	___
5.	Think you are good in sports?	___	___
6.	Think you are in good physical shape?	___	___
7.	Receive praise from others on how well you perform?	___	___

TOTAL YES ANSWERS ______________

H. ARE YOU GOOD AT:

		YES	NO
1.	Putting puzzles together?	___	___
2.	Putting model ships, cars, or planes together?	___	___
3.	Sewing or other kinds of needlework?	___	___
4.	Following directions?	___	___
5.	Building things that require extra work and time?	___	___
6.	Craft projects that require putting together small pieces?	___	___
7.	Repairing machines?	___	___

TOTAL YES ANSWERS ______________

I. DO YOU:

		YES	NO
1.	Enjoy helping others?	___	___
2.	Find that your friends tell you about their problems?	___	___
3.	Often think of ways you can make others feel better?	___	___
4.	Like to be around others?	___	___
5.	Try to stop the fights in your school before they get out of hand?	___	___
6.	Hold your temper most of the time?	___	___
7.	Try to see the other person's point of view?	___	___

TOTAL YES ANSWERS ______________

TO FIND OUT WHAT YOUR ANSWERS MEAN:

1. Write the letter of the group that had the most yes answers. _________
2. Write the letter of the group that had the next highest number of yes answers. _________
3. Match the letters to the chart below to find out what abilities you have.

A. INTELLIGENCE	You have the ability to learn things easily.
B. ANALYTICAL	You have the ability to solve problems by breaking them into parts to see how they make the whole.
C. CREATIVE LITERACY	You have the ability to write in a manner that is enjoyable for others to read.
D. ARTISTIC	You have the ability to make things that have form and/or beauty.
E. MUSICAL	You have the ability to put tones together in a manner that is pleasing to the ear.
F. PERSUASIVE	You have the ability to convince others.
G. PHYSICAL	You have the ability to use your body or parts of your body to reach a desired goal.
H. MANUAL	You have the ability to use your hands to reach a desired goal.
I. SOCIAL	You have the ability to get along with others and/or to help others.

UNIT IV

ABILITIES

ACTIVITY SHEET 3--MATCHING YOUR ABILITIES TO CAREERS

Directions: Using resources in the classroom, find five careers that would require the ability (abilities) you found that you have; using information about each career, complete the chart below.

NAME OF CAREER	SOURCE OF INFORMATION	OTHER ABILITIES NEEDED	WOULD YOU ENJOY THIS CAREER?

UNIT IV

ABILITIES

UNIT TEST--PART 1

Match the following terms to their definitions by placing the correct letter in the blank at the left.

_____ 1. Musical

_____ 2. Achievement level

_____ 3. Manual

_____ 4. Persuasive

_____ 5. Creative literacy

_____ 6. Analytical

_____ 7. Social

_____ 8. Physical

_____ 9. Intelligence

_____ 10. Ability

a. the ability to learn and understand

b. skilled in music

c. to write with imagination

d. stage of progress after a period of training or learning

e. made, done, or worked with the hands

f. the working of the body in a manner in which a desired goal is reached

g. able to break something into its parts to examine them and see how they fit together

h. able to get someone to do or believe something by making it seem like a good idea

i. the power or means to do something

j. enjoying the company of others

UNIT IV

ABILITIES

UNIT TEST--PART 2

A. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____ 1. Checking your grades will help you find out what your abilities are--even if you have not completed your assignments and done your best.

_____ 2. Checking your achievement level will give you an idea of your strengths and weaknesses.

_____ 3. Thinking of those things that others have said you are good at will help you find out what your abilities are.

_____ 4. Knowing what your abilities are can help you narrow your choice of careers.

_____ 5. You do not need any abilities, only an interest, to be a success in a career.

_____ 6. Completing ability test measures will help you discover your abilities.

B. List the steps you can take after you discover your abilities.

1.

2.

3.

4.

C. Name an ability you found that you have and an occupation that requires the use of the ability.

D. Explain in your own words why it is important to learn what your abilities are.

UNIT V

APTITUDES

UNIT OBJECTIVE

After completing this unit, the student will be able to explain how aptitudes affect career choice and will appraise his/her aptitudes by using an informal test measure. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will be able to:

1. Define terms associated with aptitudes
2. Explain how aptitudes affect career choice
3. List ways in which he/she can discover his/her own aptitudes
4. Explain how aptitudes are measured
5. Identify his/her own aptitudes by completing an informal test measure
6. Research careers that match identified aptitudes

UNIT V

APTITUDES

NOTES TO THE INSTRUCTOR

I. Objective Sheet

A. Discuss the unit objective with the students.

B. Discuss each specific objective.

C. Have the students complete the objectives in a sequence best suited to your classroom.

D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Discuss terms and definitions.

2. Use TM-1--APTITUDE to reinforce the meaning of the word Aptitude.

3. Use ACTIVITY SHEET 1--UNSCRAMBLING TERMS to reinforce this area of instruction.

B. INFORMATION SHEET 2--LEARNING ABOUT APTITUDES

1. Discuss the importance of students understanding the purpose of identifying their aptitudes.

2. Explain that if they wish to attend college, they must complete an aptitude test that is used to predict their success in college.

[illegible] Arrange for a representative of the Texas Employment Commission to speak to your class on the General Aptitude Test Battery.

(NOTE: Texas Employment Commission representatives usually require at least two weeks notice.)

4. If a business, technical, or specialized school is near you, arrange for a representative to speak to your class on the purpose, format, and administrative procedures of the tests they use.

5. Reinforce that without the use of aptitude tests, many agencies would place people in jobs with which they might have difficulty.

6. Use TM-2--APTITUDE TESTS HELP PREDICT YOUR SUCCESS

7. Explain that aptitude test batteries measure several aptitudes, giving the testee the opportunity to narrow career alternatives to those that match measured aptitudes.

8. Explain that if they went to the state employment agency to locate a job, they would complete the General Aptitude Test Battery.

9. To give students an idea of those aptitudes that are commonly measured on aptitude tests, use TM-3--THE NINE MOST COMMON APTITUDES.

10. Have students to think of careers that require each aptitude. Examples are:

    a. Intelligence--scientist

    b. Verbal--teacher

    c. Numerical--accountant

    d. Spatial--architect

    e. Form perception--paperhanger

    f. Clerical perception--typist

    g. Finger dexterity--surgeon

    h. Manual dexterity--mechanic

    i. Motor coordination--data processing operator

11. Should some students question how aptitude tests can accurately measure aptitudes, cover the information on how aptitude tests are constructed.

12. Although a formal aptitude test measure is suggested to measure aptitudes more accurately, many students in the seventh and eighth grades will have difficulty in understanding the format and purpose of published aptitude testing instruments. To prepare students for completing a published aptitude test, have the students complete the following simulated aptitude test activities. Although the activities are based on actual components of the General Aptitude Test Battery, they have not been tested for reliability and validity. They are intended to acquaint the student with the format of published tests.

    (NOTE: A list of published aptitude tests and addresses are included in the References and Resources section.)

    a. ACTIVITY SHEET 2--MEASURING YOUR CLERICAL APTITUDE

        (1) Explain that this activity measures the ability to notice errors in typewritten copies--much like what a typist or proofreader would do.

        (2) Give the students two minutes to complete the activity.

        (3) Have the students grade each others' papers or grade them yourself.

        (4) Have the students record their results on ACTIVITY SHEET 8--APTITUDES CHART.

b. ACTIVITY SHEET 3--MEASURING YOUR NUMERICAL APTITUDE

(1) Explain that this activity measures the ability to compute mathematical problems accurately and quickly.

(2) Record each student's time by using a stopwatch.

HINT: You may want to have the students bring the completed test to you and write the time on the test.

(3) Allow the students ten minutes to complete the test.

(NOTE: This test was administered to an occupational investigation class consisting of seventh and eighth graders. Several students finished in under two minutes with 100% accuracy.)

(4) Have the students grade each others' papers or grade them yourself.

(5) Have the students record their results on ACTIVITY SHEET 8--APTITUDES CHART.

c. ACTIVITY SHEET 4--MEASURING YOUR FORM PERCEPTION APTITUDE

(1) Explain that this activity measures the ability to perceive detail in objects.

(2) Record each student's time by using a stopwatch.

HINT: You may want to have the students bring the completed test to you and write the time on the test.

(3) Allow the students eight minutes to complete the activity.

(4) Have the students grade each others' papers or grade them yourself.

(5) Have the students record their results on ACTIVITY SHEET 8--APTITUDES CHART.

d. ACTIVITY SHEET 5--MEASURING YOUR SPATIAL APTITUDE

(1) Explain that this activity measures the ability to understand relationships of plane and solid objects.

(2) Record each student's time by using a stopwatch.

HINT: You may want to have the students bring the completed test to you and write the time on the test.

(3) Allow the students three minutes to complete the activity.

(4) Give the correct answers to the class or grade the activity yourself.

(5) Have the students record their results on ACTIVITY SHEET 8--APTITUDES CHART.

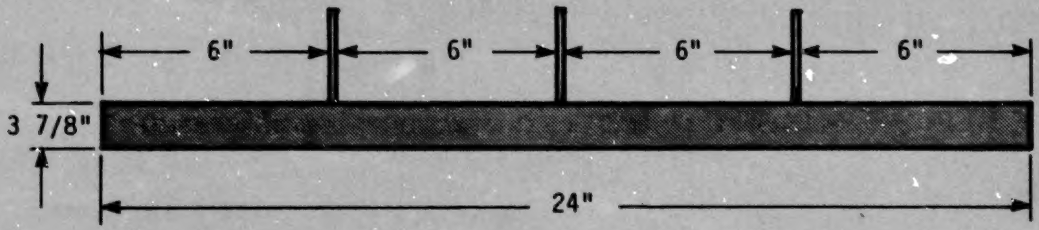
e. ACTIVITY SHEET 6--MEASURING YOUR FINGER DEXTERITY APTITUDE

(1) Explain that this activity measures the ability to move the fingers and rapidly or accurately manipulate small objects with the fingers.

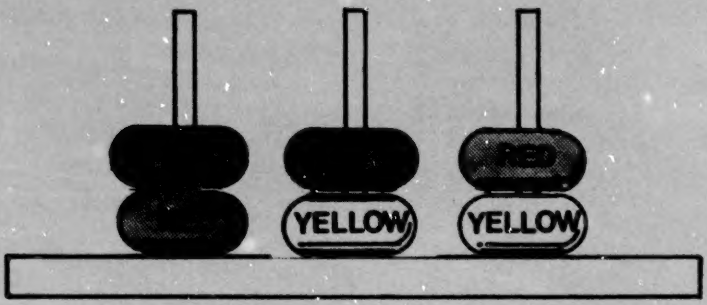
(2) You will need the following supplies to complete this activity:

6-3/16" flat washers
3 metal rods
yellow, red, and blue paint
stopwatch
1 board

(3) The board should be built according to the following dimensions:



(4) The washers should be placed in the following order before each student's turn:



        (5) Further explain the instructions on the Activity Sheet.

        (6) Time each student's performance.

        (7) Have the students record their results on ACTIVITY SHEET 8--APTITUDES CHART.

    f. ACTIVITY SHEET 7--MEASURING YOUR MOTOR COORDINATION APTITUDE

        (1) Secure paddle balls (can usually be found in any toy department).

        (2) Use a stopwatch to time each student's performance.

        (3) Record their results on ACTIVITY SHEET 8--APTITUDES CHART.

    g. ACTIVITY SHEET 8--APTITUDES CHART

        (1) Assist students in identifying their aptitudes.

        (2) Assist students in evaluating aptitudes identifed by timed performance activities by determining the fastest times in the class.

13. ACTIVITY SHEET 9--RESEARCHING CAREERS THAT MATCH MY APTITUDE will assist students in applying the information gained about themselves to career decision-making.

    a. Provide reference materials for students.

    b. Students may also contact workers and use interviews as a means of answering the questions.

III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The test is divided into two parts.

    1. Each part covers one Information Sheet.

    2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

    1. Give each part of the test after the student has completed the information on one Information Sheet.

    2. Give the entire test upon completion of the unit.

    3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References and Resources

A. Isaacson, Lee E. Career Information In Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1977.

B. Kapes, Jerome T. and Marjorie Moran Mastie. A Counselor's Guide to Vocational Guidance Instruments. Falls Church, VA: National Vocational Guidance Association, 1983.

C. Shertzer, Bruce and James D. Linden. Fundamentals of Individual Appraisal. Boston: Houghton Mifflin Company, 1979.

D. Shertzer, Bruce and Shelby C. Stone. Fundamentals of Guidance. Boston: Houghton Mifflin Company, 1981.

E. Zunker, Vernon C. Career Counseling: Applied Concepts of Life Planning. Monterey, CA: Brooks/Cole Publishing Company, 1981.

Testing Instruments

A. Armed Services Vocational Aptitude Battery
U.S. Military Enlistment Processing Command
Fort Sheridan, IL 60037
Grade Level--10-12

B. Differential Aptitude Test/DAT Career Planning Program--Form V & W
The Psychological Corporation
757 Third Avenue
New York, NY 10017
Grade Level--8-12

C. USES General Aptitude Test Battery
U.S. Government Printing Office
Washington, DC 20402
U.S. Employment Service
Grade Level--9-12

UNIT V

APTITUDES

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. Aptitude
2. Intelligence
3. Verbal
4. Numerical
5. Spatial
6. Form perception
7. Clerical perception
8. Motor coordination
9. Manual dexterity
10. Finger dexterity

ACTIVITY SHEET 2

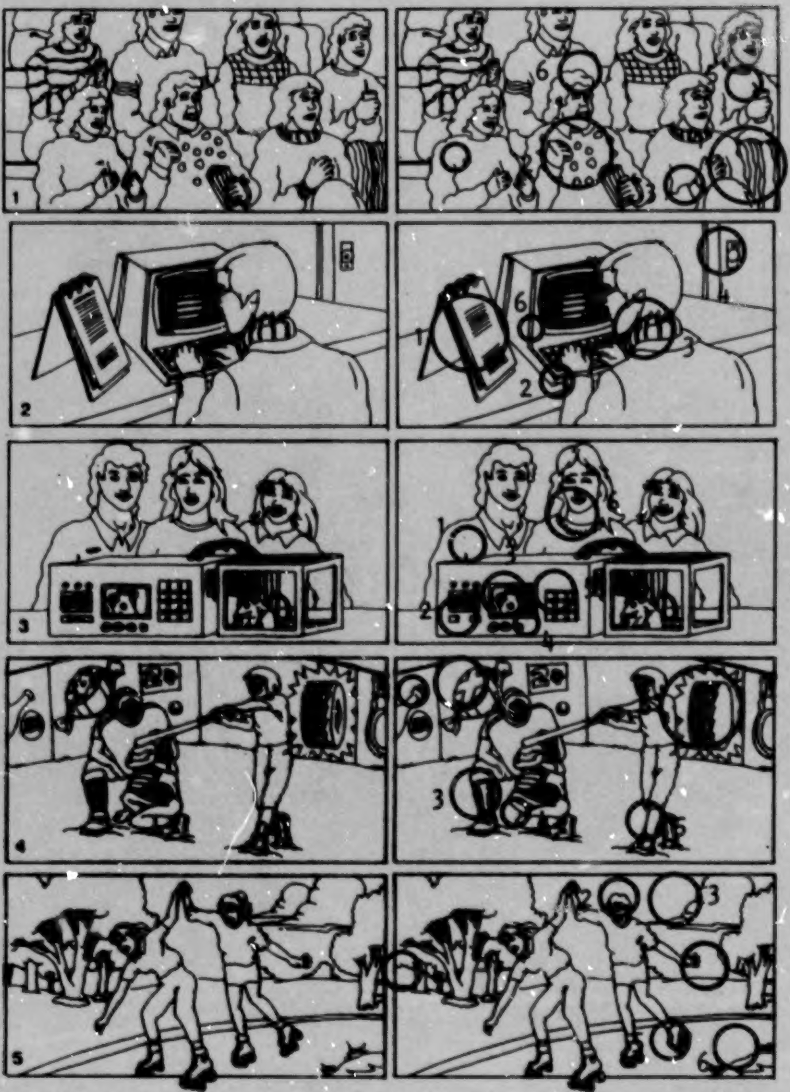
1. N
2. S
3. S
4. N
5. N
6. S
7. N
8. S
9. N
10. N
11. S
12. N
13. S
14. N
15. N
16. N
17. S
18. N
19. N
20. N

ACTIVITY SHEET 3

1. c
2. c
3. b
4. b
5. b
6. c
7. b
8. c
9. b
10. a
11. b
12. a
13. b
14. a
15. b
16. a
17. b
18. d
19. b
20. a

ACTIVITY SHEET 4

First Page



Second Page

1. b
2. c
3. c
4. b
5. c

ACTIVITY SHEET 5

1. c
2. b
3. a
4. b
5. a

ACTIVITY SHEETS 6-9

Evaluated to the satisfaction of the instructor.

UNIT V

APTITUDES

ANSWERS TO UNIT TEST

PART 1

1. g
2. f
3. b
4. a
5. e
6. c
7. d
8. i
9. h
10. j

PART 2

A. 1. T
2. F
3. T
4. T
5. T

B. 1. aptitude test batteries
2. General Aptitude Test Battery
3. specific
4. naturally
5. factors

C. 1.
2. x
3. x
4. x
5.

UNIT V

APTITUDES

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Aptitude--an ability that you have naturally; quickness to learn or understand
2. Clerical perception--ability to perceive detail in verbal or tabular material; to observe differences in copy, to proofread words and numbers
3. Finger dexterity--ability to move the fingers and rapidly or accurately manipulate small objects with the fingers
4. Form perception--ability to perceive detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines
5. Intelligence--general learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school
6. Manual dexterity--ability to move the hands easily and skillfully; to work with the hands in placing and turning motions
7. Motor coordination--ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly
8. Numerical--ability to perform mathematical operations quickly and accurately
9. Spatial--ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems
10. Verbal--ability to understand meanings of words and ideas associated with them, and to use them effectively; to present information or ideas clearly

APTITUDE

An ability you have naturally;
quickness to learn

UNIT V

APTITUDES

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

Unscramble the following terms.

1. An ability you have naturally; quickness to learn or understand.

   ttpaideu - ____________________

2. General learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school

   einlletinegc - ____________________

3. Ability to understand meanings of words and ideas associated with them and to use them effectively; to present information or ideas clearly

   lrevba - ____________________

4. Ability to perform mathematical operations quickly and accurately

   rnuemcali - ____________________

5. Ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems

   laitasp - ____________________

6. Ability to perceive detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

   rfom ecprepiont - __________ _______________

7. Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy; to proofread words and numbers

   lrecilac ecperptoin - __________ _______________

8. Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to accurately and quickly make a movement response

   rootm oorcdnainoit - __________ _______________

9. Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions

lanuam xedtreity - __________ _______________

10. Ability to move the fingers and rapidly or accurately manipulate small objects with the fingers

rnfige dtxeeriyt - __________ _______________

UNIT V

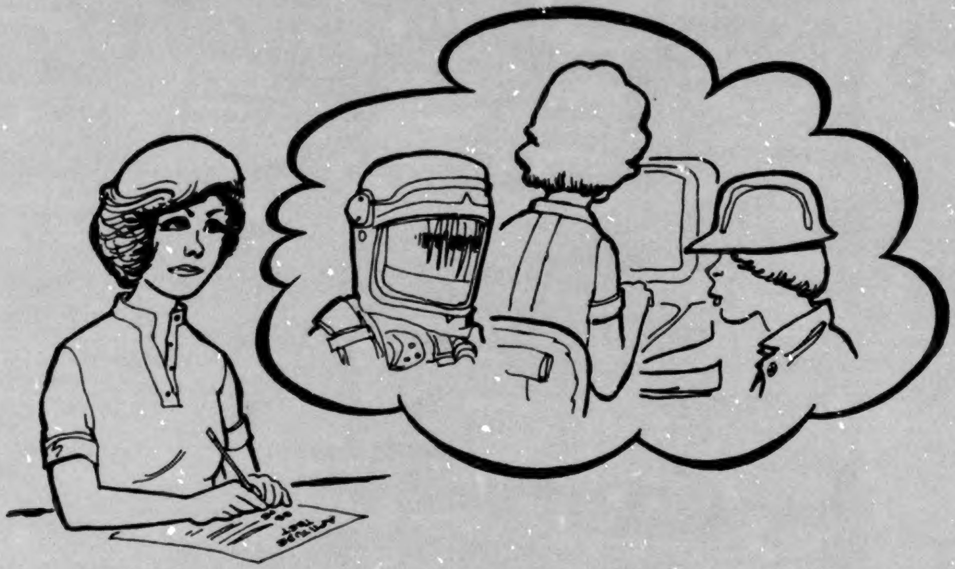
APTITUDES

INFORMATION SHEET 2--LEARNING ABOUT APTITUDES

I. Why You Should Learn What Your Aptitudes Are

A. Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort.

B. Knowing what your aptitudes are will help you predict how well you will perform on a job.



C. Knowing what your aptitudes are will help you and others predict how well you will do with additional training and/or education.

EXAMPLE: The Scholastic Aptitude Test tells you and others the chances you have for success in college.

D. Knowing what your aptitudes are will help you predict the level you are likely to reach in school and in work.

E. Knowing what your aptitudes are will give you an idea of your strengths and weaknesses.

II. Ways to Find out What Your Aptitudes Are

A. Ask yourself what things am I really good at; what things have I found that I really don't have to put forth much effort to do correctly.

B. Complete tests designed to measure several aptitudes.

1. These tests are often called aptitude batteries.

2. They are usually given by employment agencies so that the agency will know what type of job in which to place you.

3. The test that is given by the Texas Employment Commission is the General Aptitude Test Battery.

C. Complete tests that measure specific aptitudes.

1. These lists are given by business, technical, and specialized schools.

EXAMPLE: Clerical tests, art tests, music tests

2. They are used to predict your success in completing training programs in these areas.

III. Why Aptitude Tests Are Given

A. To survey your aptitudes in order to plan for your education and/or training.

B. To better understand your good points that you already know exist.

C. To help make decisions about instant entry into work.

EXAMPLE: Those tests are given by employment agencies.

D. To help you narrow your career alternatives.

IV. Can Aptitude Test Scores Be Improved?

A. In some cases, aptitude test scores can be raised by practice.

B. The purpose, however, of aptitude tests is to give you an idea of what you are good at naturally.

V. How Aptitude Tests Are Able to Measure Aptitudes

A. Aptitudes that are needed to be successful in certain areas are identified.

B. Aptitudes are broken down into factors.

C. These factors are used to predict aptitude.

EXAMPLE: The aptitude of intelligence has the following factors: how well you understand what you hear or read, how well you can reason problems that deal with numbers, how well you can see how certain figures can be made into an object, and how well you can remember things.

D. Tests are then made that measure the factors.

E. After taking some aptitude tests, scores you receive are compared to careers that require use of the aptitudes in performing the job tasks.

VI. What to Do after You Discover Your Aptitudes

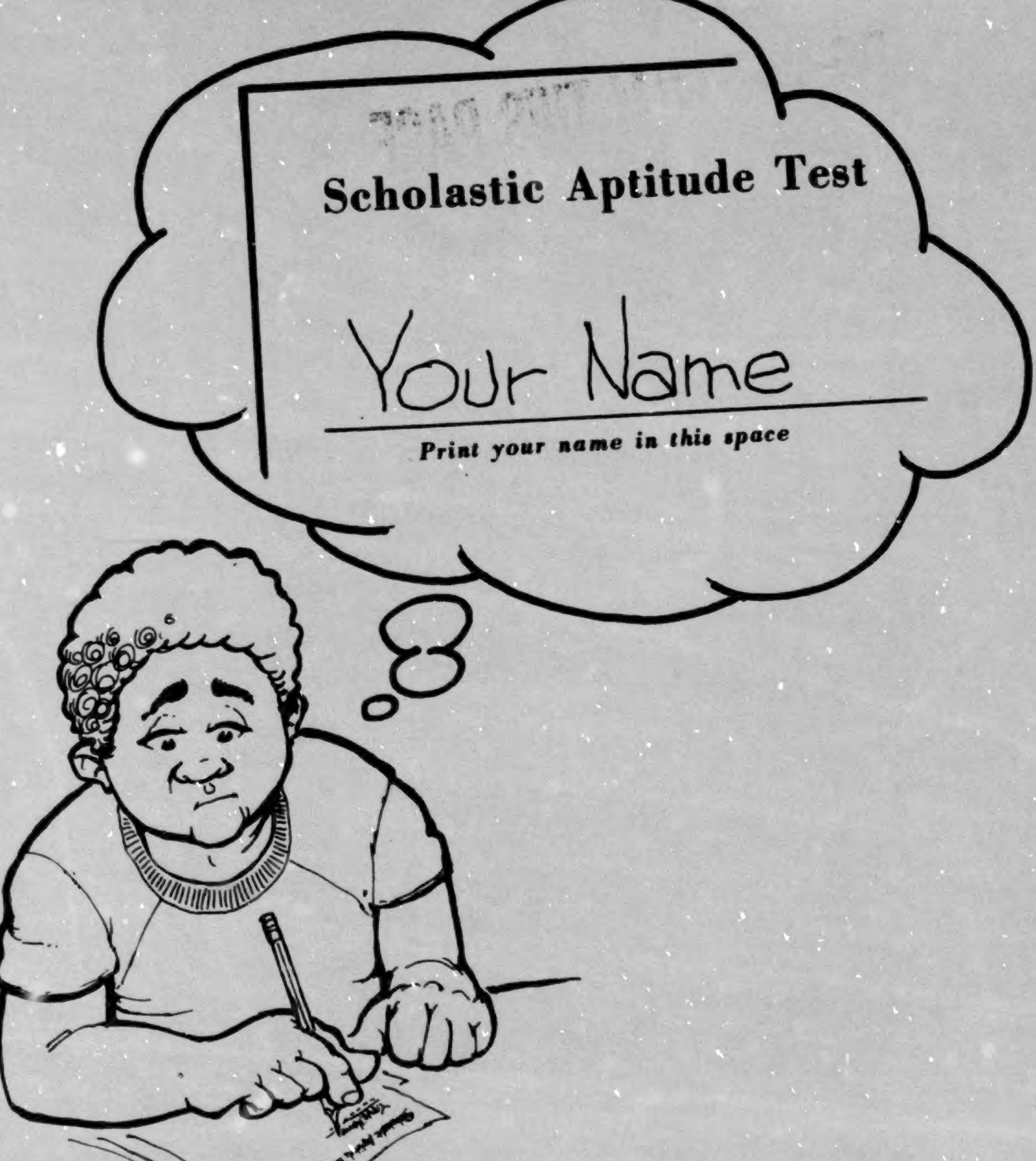
A. Use resources in your classroom to find more information on careers that have your aptitudes.

B. Interview workers in the careers you are interested in to find what aptitudes they feel are important.

C. If a career that you are truly interested in does not require the use of the aptitudes that you have found that you possess, look at careers that are similar.

(NOTE: Often, careers that are similar require aptitudes that are different.)

APTITUDE TESTS HELP PREDICT YOUR SUCCESS



THE NINE MOST COMMON APTITUDES

APTITUDE G—INTELLIGENCE	General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.
APTITUDE V—VERBAL	Ability to understand meanings of words and ideas associated with them, and to use them effectively. To present information or ideas clearly.
APTITUDE N—NUMERICAL	Ability to perform mathematical operations quickly and accurately.
APTITUDE S—SPATIAL	Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems.
APTITUDE P—FORM PERCEPTION	Ability to perceive pertinent detail in objects. To make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.
APTITUDE Q—CLERICAL PERCEPTION	Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers.
APTITUDE F—FINGER DEXTERITY	Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.
APTITUDE M—MANUAL DEXTERITY	Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.
APTITUDE K—MOTOR COORDINATION	Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

UNIT V

APTITUDES

ACTIVITY SHEET 2--MEASURING YOUR CLERICAL APTITUDE

Directions: This activity measures your ability to observe differences in copy and to proofread words and numbers. To find out if you have this aptitude, begin only when your teacher has gone over the directions and has given you instructions to start.

Look at each set of items, circle the S if the set is the SAME, or N if the set is NOT the same.

1.	Addie Johnson	Addie Johnsen	S	N
2.	Youngjoo Yoon	Youngjoo Yoon	S	N
3.	S. Cunningham	S. Cunningham	S	N
4.	Jan Skrivanek	Jan Skrabanek	S	N
5.	Phillis House	Phillip House	S	N
6.	Albert Jimenez	Albert Jimenez	S	N
7.	Irene Lunceford	Irene Lunsford	S	N
8.	Convenience	Convenience	S	N
9.	Acquaintance	Acquaintence	S	N
10.	Box Inc.	Box Icn.	S	N
11.	892 346	892 346	S	N
12.	503 CND	503 GND	S	N
13.	1C606F7	1C606F7	S	N
14.	WMMWW	WWMMW	S	N
15.	593-50-7642	592-50-7642	S	N
16.	726-98-1124	726-98-1214	S	N
17.	BZR-AO-FZXP	BZR-AO-FZXP	S	N
18.	4296	4276	S	N
19.	MgFd	Mgd	S	N
20.	2LQ8	21Q8	S	N

UNIT V

APTITUDES

ACTIVITY SHEET 3--MEASURING YOUR NUMERICAL APTITUDE

Directions: This activity measures your ability to compute mathematical problems accurately and quickly. Circle the letter of the correct answer to each of these problems. You may use the activity sheet to figure your answers. Do not begin until your instructor tells you to do so.

1. Bill makes $1.25 an hour. How much would he make if he worked 6 hours?
   a. $6.50
   b. $6.00
   c. $7.50
   d. None of these

2. Lucy sold 1/3 as many computers this month as she did last month when she sold 24. How many computers did she sell this month?
   a. 8 1/3
   b. 7 1/3
   c. 8
   d. None of these

3. 540
   +312
   a. 742
   b. 852
   c. 850
   d. None of these

4. 654
   832
   114
   +508
   a. 2008
   b. 2108
   c. 2248
   d. None of these

5. 54 + 16 =
   a. 80
   b. 70
   c. 40
   d. None of these

6. 42 1/2
   + 3 3/4
   a. 45 1/4
   b. 46 1/2
   c. 46 1/4
   d. None of these

7. 426
   -159
   a. 276
   b. 267
   c. 278
   d. None of these

8. 793
   - 21
   a. 762
   b. 752
   c. 772
   d. None of these

9. 9.36
   -4.50
   a. 5.76
   b. 4.86
   c. 3.76
   d. None of these

10. $\begin{array}{r} 27 \\ \underline{-12} \end{array}$

a. 15
b. 25
c. 35
d. None of these

11. $\begin{array}{r} 9\ 3/8 \\ \underline{-2\ 1/4} \end{array}$

a. 6 2/4
b. 7 1/8
c. 7 1/4
d. None of these

12. $\begin{array}{r} 34 \\ \underline{\times 12} \end{array}$

a. 408
b. 208
c. 608
d. None of these

13. $\begin{array}{r} 563 \\ \underline{\times\ 48} \end{array}$

a. 28042
b. 27024
c. 27014
d. None of these

14. $7\overline{)63}$

a. 9
b. 8
c. 7
d. None of these

15. 104 ÷ 13 =

a. 8.6
b. 8
c. 8.4
d. None of these

16. 2 1/2 ÷ 1/4 =

a. 10
b. 12 1/2
c. 10 1/4
d. None of these

17. 78 x 10 =

a. 790
b. 780
c. 770
d. None of these

18. 29 - 4 =

a. 15
b. 16
c. 17
d. None of these

19. 999 - 99 =

a. 911
b. 900
c. 811
d. None of these

20. 450 + 490 =

a. 940
b. 860
c. 920
d. None of these

UNIT V

APTITUDES

ACTIVITY SHEET 4--MEASURING YOUR FORM PERCEPTION APTITUDE

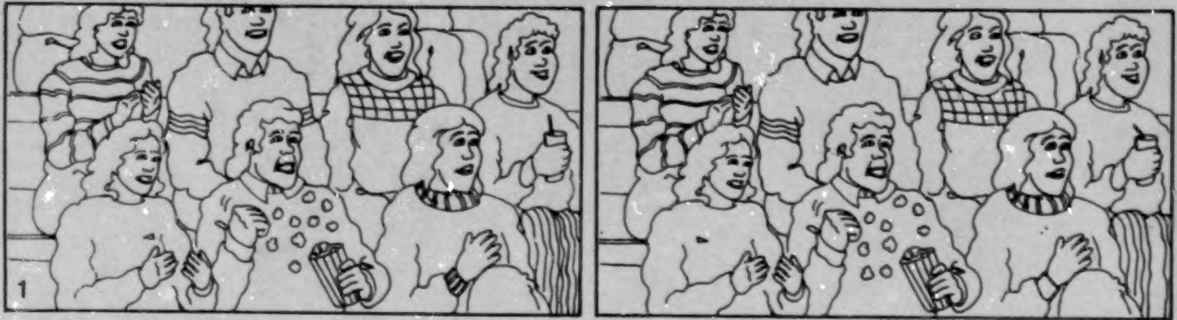
Directions: This activity measures your ability to perceive detail in objects.

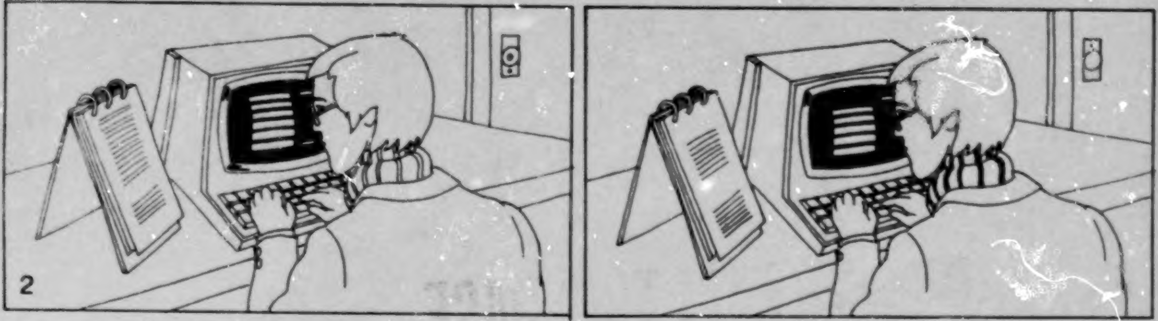
PAGE 1--WHAT HAS CHANGED?

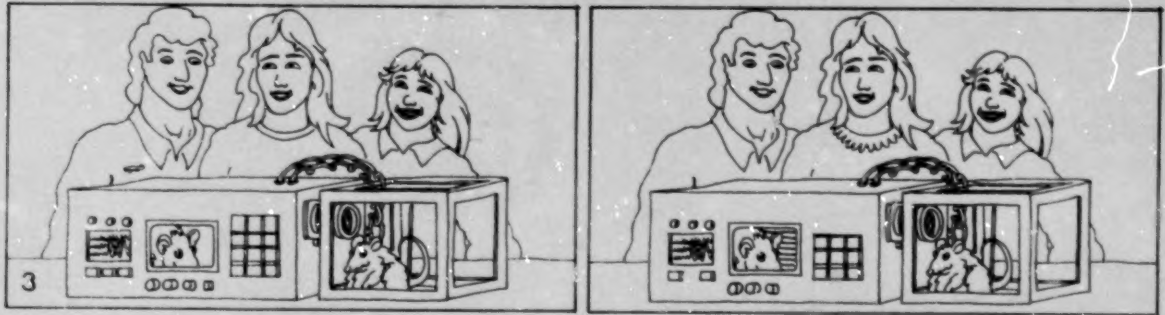
1. The first page has five groups of drawings, look at the drawing on the left carefully.
2. Look at the second drawing. There are six things that are different.
3. Circle the six things wrong in each picture.
4. Do not begin until your teacher instructs you to do so.

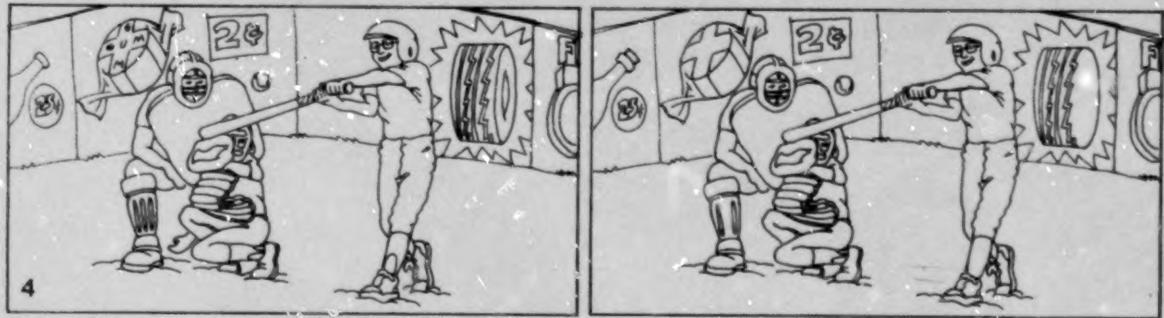
PAGE 2--WHICH IS THE SAME?

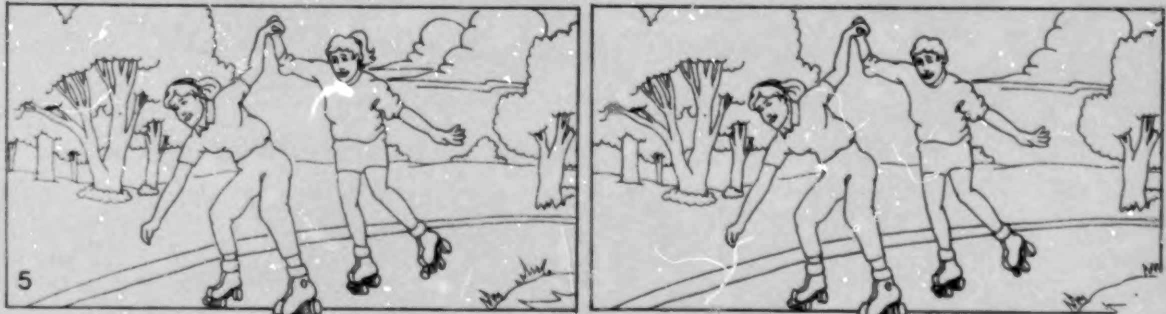
1. Look at the figure on the left carefully.
2. Circle the letter of the figure on the right that is exactly the same as the figure on the left.
3. Do not begin until your teacher instructs you to do so.

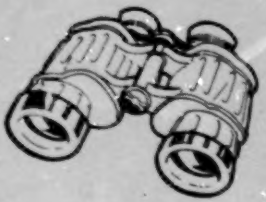

1


2

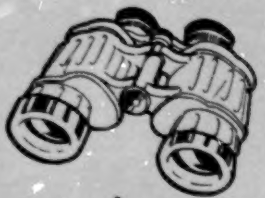

3


2¢
2¢
4

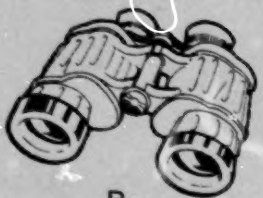

5



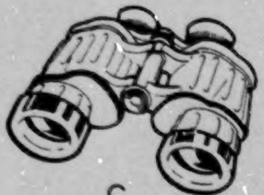
1



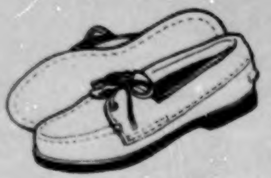
A



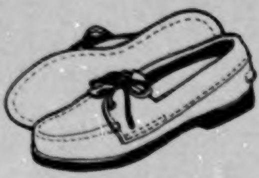
B



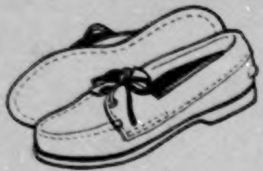
C



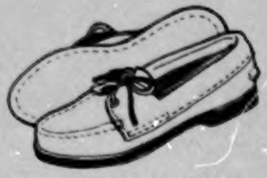
2



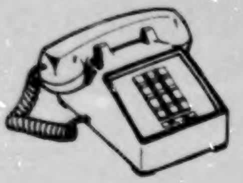
A



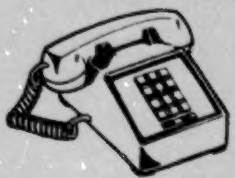
B



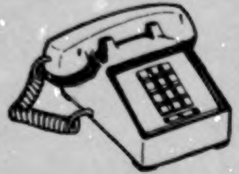
C



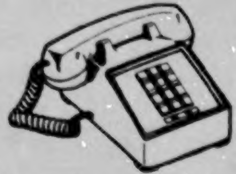
3



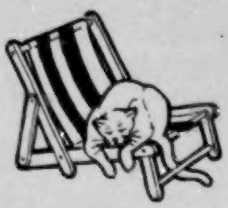
A



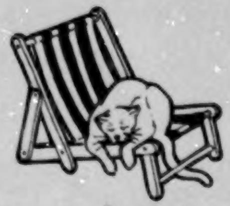
B



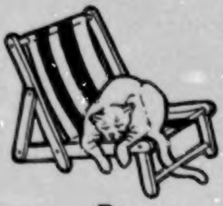
C



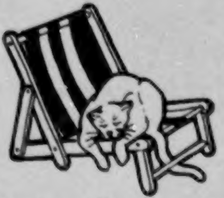
4



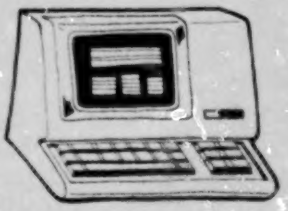
A



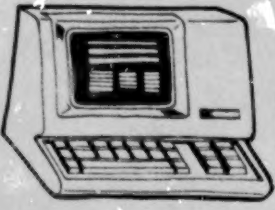
B



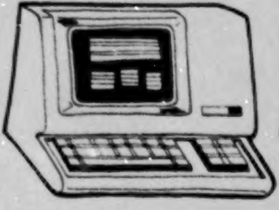
C



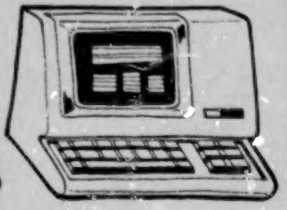
5



A



B



C

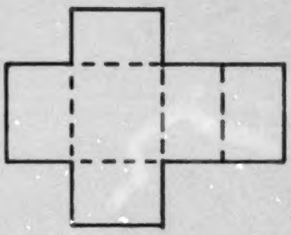
UNIT V

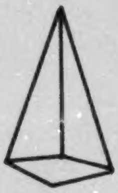
APTITUDES

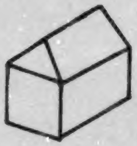
ACTIVITY SHEET 5--MEASURING YOUR SPATIAL PERCEPTION APTITUDE

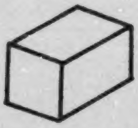
Directions: This activity measures your ability to understand relationships of plane and solid objects. To find out if you possess this aptitude:

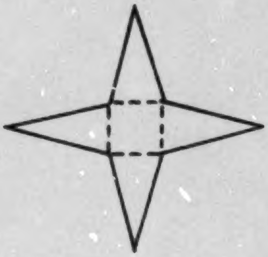
1. Look at the figure on the left carefully.
2. The figure, if folded as indicated, would become one of the drawings on the right.
3. Circle the letter of the correct figure.
4. Do not begin this activity until instructed to do so.

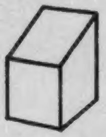

1

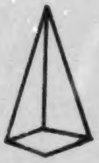

A

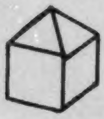

B

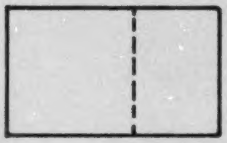

C

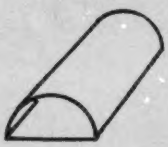

2

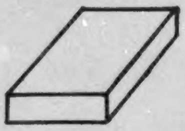

A

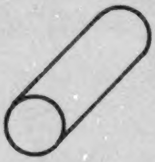

B

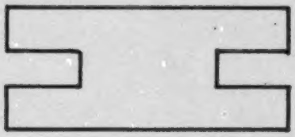

C

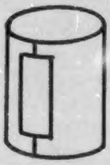

3

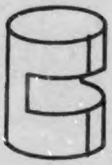

A

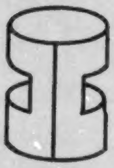

B

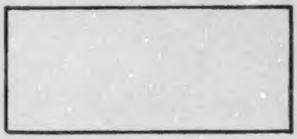

C

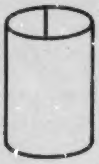

4

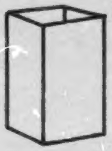

A

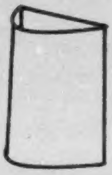

B


C


5


A


B

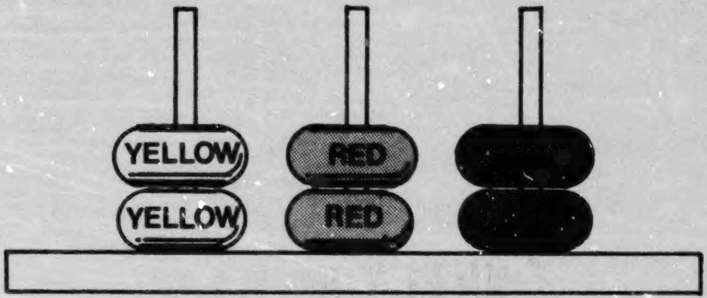

C

APTITUDES

ACTIVITY SHEET 6--MEASURING YOUR FINGER DEXTERITY APTITUDE

Directions: This activity measures your finger dexterity aptitude--your ability to move your fingers and rapidly and accurately handle small objects with your fingers.

1. When your teacher instructs you to start, you will place the washers in the order below:



2. Your teacher will use a stopwatch to record the time it took for you to place the washers on the correct rods.
3. Record your time on ACTIVITY SHEET 8--APTITUDE CHART.

UNIT V

APTITUDES

ACTIVITY SHEET 7--MEASURING YOUR MOTOR COORDINATION APTITUDE

Directions: This activity measures your ability to coordinate your eyes and hands rapidly and accurately in making precise movements with speed.

1. Use the paddle ball to measure your aptitude.
2. Keep the paddle ball in play as long as possible.
3. Your teacher will time your performance (how long you keep the paddle ball in play).
4. Record your time on ACTIVITY SHEET 8--APTITUDE CHART

UNIT V

APTITUDES

ACTIVITY SHEET 8--APTITUDE CHART

Directions: 1. Record the results of your aptitude activites completed in this unit.

APTITUDE MEASURED	NO. OF QUESTIONS	NO. CORRECT	TIME
Clerical	20		N/A
Numerical	20		N/A
Form Perception	10		N/A
Spatial	5		N/A
Finger Dexterity	N/A	N/A	
Motor Coordination	N/A	N/A	

2. List two aptitudes that were measured that you feel you did the best:

a.

b.

UNIT V

APTITUDES

ACTIVITY SHEET 9--RESEARCHING CAREERS THAT MATCH MY APTITUDE

Directions: Use all available resources to answer these questions.

1. What is the name(s) of the career(s) that matches your aptitude(s)?

2. What are the duties of each career identified in question 1?

3. If a person did not possess the aptitude(s) listed, how would it affect job performance?

4. Would the aptitude be helpful in the education/training needed for the career? Explain your answer.

5. List other aptitudes required.

UNIT V

APTITUDES

UNIT TEST--PART 1

Match the following terms and definitions by placing the correct letter in the blank at the left.

_____ 1. Motor coordination

_____ 2. Manual dexterity

_____ 3. Verbal

_____ 4. Intelligence

_____ 5. Aptitude

_____ 6. Numerical

_____ 7. Spatial

_____ 8. Form perception

_____ 9. Finger dexterity

_____ 10. Clerical perception

a. general learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school

b. ability to understand meanings of words and ideas associated with them, and to use them effectively; to present information or ideas clearly

c. ability to perform mathematical operations quickly and accurately

d. ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems

e. an ability that you have naturally; quickness to learn or understand

f. ability to move the hands easily and skillfully; to work with the hands in placing and turning motions

g. ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly

h. ability to move the fingers and rapidly and accurately manipulate small objects with the fingers

i. ability to perceive detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines

j. ability to perceive detail in verbal or tabular material; to observe differences in copy, to proofread words and numbers

UNIT V

APTITUDES

UNIT TEST--PART 2

A. Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a T for true or an F for false in the space at the left.

_____ 1. Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort.

_____ 2. Aptitudes are not used as a basis for predicting how well you will do with additional training and/or education.

_____ 3. Knowing what your aptitudes are will give you an idea of your strengths and weaknesses.

_____ 4. Aptitude tests are used to make decisions about instant entry into work.

_____ 5. Aptitude test scores can be raised by practice; however, the purpose of aptitude tests is to give you an idea of what you are good at naturally.

B. Fill in the blanks by using the words listed below to complete the following sentences.

Differential Aptitude Test

General Aptitude Test Battery

naturally

aptitude test batteries

specific

general

factors

areas

1. Tests designed to measure several aptitudes are called __________ ________________.

2. The test given by the Texas Employment Commission is the __________ ________________.

3. Tests given by business, technical, and specialized schools measure ____________________ aptitudes.

4. The purpose of aptitude tests is to give you an idea of what you are good at ____________________.

5. In measuring aptitudes, the identified aptitudes should be broken down into ___________________________.

C. Place an "X" next to the statements that are ways in which your aptitudes can be discovered.

_____ 1. Ask your parents what you are good at doing.

_____ 2. Complete an aptitude test battery.

_____ 3. Ask yourself what things am I good at; what things have I found that I can do with little effort on my part.

_____ 4. Complete aptitude tests that measure specific aptitudes.

_____ 5. Have your fortune told.

UNIT VI

LEADERSHIP

UNIT OBJECTIVE

After completing this unit, the student will be able to identify the characteristics and responsibilities of a successful leader, the advantages and disadvantages of becoming a leader, and will appraise his/her leadership qualities. He/she will then identify occupations that require leadership skills. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with leadership
2. List advantages of becoming a leader
3. List disadvantages of becoming a leader
4. Identify ways he/she can become a leader
5. Select ways to convince others he/she has leadership potential
6. Identify leadership qualities
7. Appraise his/her leadership qualities
8. Identify leadership styles
9. Appraise his/her own leadership style
10. Cite examples of organizations where leadership skills can be used
11. Identify occupations that require leadership skills

UNIT VI

LEADERSHIP

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINTIONS

      1. Have the students give their definitions of leadership.

      2. Discuss terms and definitions.

      3. Complete ACTIVITY SHEET 1--UNSCRAMBLING TERMS

   B. INFORMATION SHEET 2--LEADERSHIP

      1. Discuss Information Sheet.

      2. Ask students to give examples of how leaders naturally assume their roles in groups.

      3. Use the following transparencies to promote class discussion:

         a. TM-1--ADVANTAGES/DISADVANTAGES OF BEING A LEADER

         b. TM-2--LEADERSHIP QUALITIES

         c. TM-3--WHERE LEADERSHIP IS USED

      4. Use the following Activity Sheets to reinforce this area of instruction.

         a. ACTIVITY SHEET 2--DO YOU HAVE WHAT IT TAKES?

            (NOTE: Explain the results of the activity to the students to avoid any misunderstanding--See Answers to Activity Sheets.)

         b. ACTIVITY SHEET 3--OCCUPATIONS THAT REQUIRE LEADERSHIP

            (NOTE: Have resources such as the Dictionary of Occupational Titles and the Occupational Outlook Handbook available for use by the students.)

5. Have the leader of a civic or social group speak to the class about how he/she was chosen and the responsibilities involved in leadership.

6. Have the students add other qualities of a good leader that are not included in the Information Sheet.

7. Have the students make posters concerning the qualities of a good leader.

C. INFORMATION SHEET 3--LEADERSHIP STYLES

1. Discuss the various leadership styles.

2. Give examples of each leadership style.

3. Use the following transparencies to promote class discussion.

    a. TM-4--CHOOSING A LEADERSHIP STYLE

    b. TM-5--COMPARISON OF LEADERSHIP STYLES

4. Role-play situations which could successfully use the three leadership styles.

5. Complete ACTIVITY SHEET 4--WHAT'S YOUR STYLE?

    (NOTE: Assist students in scoring this activity.)

III. Answers to Activity Sheets

A. Some of the Activity Sheets will vary according to training and should be graded individually.

B. Some Activity Sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The test is divided into three parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of the unit and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Murchison, Billy G. "Perceptions of Attributes of a Volunteer Leader." Ed.D. dissertation, East Texas State University, 1978.

B. Occupational Survival--Leadership. Urbana, IL: Division of Business Education, Department of Vocational and Technical Education, University of Illinois, 1978.

C. Personal Development for Cooperative Part-Time Training. Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

D. Safari, A Comprehensive Career Guidance Program for Secondary, Community College, College and University Levels. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA., 92415.

E. Verderber, Randolph H. Communicate! Belmont, CA.: Wadsworth Publishing, 1978.

UNIT VI

LEADERSHIP

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. Motivation
2. Communicate
3. Optimistic
4. Autocratic
5. Leadership
6. Dependable
7. Maturity
8. Initiative
9. Strength of conviction
10. Democracy

ACTIVITY SHEET 2

Section I measures initiative.

ANSWER A--You have initiative; you take action rather than waiting for others.

ANSWER B--You let others worry about problems.

ANSWER C--You want to be a group member; however, you lack the initiative to be considered a leader.

Section II measures motivation.

ANSWER A--When the going gets tough, you give up.

ANSWER B--You leave the major decisions to others.

ANSWER C--You have motivation.

Section III measures dependability.

ANSWER A--You lack dependability, which is a very important trait for a leader. What if every member of the group decided to stay at home to watch their television programs?

ANSWER B--You are dependable.

ANSWER C--You still want to be a part of the group, but only when it is convenie for you.

Section IV measures belief in democracy.

ANSWER A--You believe in democracy--giving others the chance to decide what would be best.

ANSWER B--You believe in the opposite of democracy. It is either your way or no way at all.

ANSWER C--Although it could be said you a have a belief in democracy, discussing the plans could go on forever.

Section V measures your ability to communicate.

ANSWER A--You are able to get your ideas over to others in a way that can be understood easily.

ANSWER B--Put yourself in the board members' places. Would you be ready to listen after the presentation started in this manner?

ANSWER C--Although it could be said that you tried to communicate, you gave up before you saw any results.

Section VI measures your strength of conviction.

ANSWER A--You possess strength of conviction. You abide by the decisions you think are correct, even though a majority of others may not think so.

ANSWER B--What could ever be accomplished by choosing this action?

ANSWER C--Even though you care what happens, choosing this answer shows that you do not possess strength of conviction.

ACTIVITY SHEETS 3 AND 4

Evaluated to the satisfaction of the instructor.

UNIT VI

LEADERSHIP

ANSWERS TO UNIT TEST

PART 1

1. d
2. a
3. h
4. i
5. f
6. g
7. c
8. e
9. b
10. j

PART 2

A. The ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal.

B. 1. self-confidence
   2. maturity
   3. listen; respect
   4. challenges
   5. Leadership
   6. Goals

C. 1. harder
   2. well-informed
   3. abide
   4. enthusiastic; optimistic

D. 1. T
   2. T
   3. F
   4. T
   5. F

E. 1. ✓
   2.
   3. ✓
   4. ✓
   5. ✓
   6. ✓
   7. ✓
   8.
   9. ✓
   10. ✓
   11. ✓

F. Three of the following:

   1. school
   2. work
   3. church
   4. clubs

PART 3

1. autocratic
2. loose-rein or laissez-faire
3. democratic

UNIT VI

LEADERSHIP

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Autocratic--having complete power; an autocratic person forces others to do what he/she wishes

2. Communicate--to get information across so that it is understood by another person

3. Democracy--the practice of allowing equal participation by all members of society

4. Dependable--reliable; can be counted on

5. Initiative--the ability to get things done without needing to be told to do so

6. Leadership--the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal

7. Maturity--the condition of being fully grown

8. Motivation--a desire that makes you do something

9. Optimistic--belief that there is more good than bad

10. Strength of conviction--to make a logical decision and stick by it, even if the majority do not agree with you

UNIT VI

LEADERSHIP

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

Directions: Unscramble the following words:

1. A desire that makes you do something

   niottomavi ____________________

2. To get information across so that it is understood by another person

   mmocnuetaci ____________________

3. Belief that there is more good than bad

   pomiiittcs ____________________

4. Having complete power; this person forces others to do what he/she wishes

   aatourctic ____________________

5. The ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal

   eeadlpihsr ____________________

6. Reliable; can be counted on

   peenddleba ____________________

7. The condition of being fully grown

   aitmruyt ____________________

8. The ability to get things done without needing to be told to do so

   iiittaveni ____________________

9. To make a logical decision and stick by it, even if the majority do not agree with you

   gsnetrht fo vnoioincct ____________________

10. The practice of allowing equal participation by all members of society

    cryomeacd ____________________

UNIT VI

LEADERSHIP

INFORMATION SHEET 2--LEADERSHIP

I. What Is Leadership?

A. Leadership is the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal.

B. A leader may not always be the one who is given the authority.

EXAMPLE: Some leaders naturally assume the role in groups.

II. Advantages of Becoming a Leader

(NOTE: Leadership can be applied to many areas of your life.)

A. To gain self-confidence

B. To learn to meet new challenges

C. To gain maturity

D. To learn to listen and respect the opinion of others

E. To reach goals faster

III. Disadvantages of Becoming a Leader

A. Must be willing to work harder than anyone else

B. Must be well informed

C. Must be able to abide by a decision even though the majority may disagree with you

D. Must remain enthusiastic and optimistic even though you may not be

IV. How You Can Become a Leader

- A. Become a good follower.
- B. Learn your strong and weak points.
- C. Study those qualities that make a good leader.
- D. Work toward becoming a leader.

  (NOTE: Realize that leaders are made, not born, into leadership.)

V. Ways to Convince Others You Are a Leader

- A. Be willing to assume responsibility.
- B. Be a good listener.
- C. Be fair; listen and respect others' opinions.
- D. Realize that it is up to you to encourage others to share responsibilities with you.
- E. Use the talents of each person in the group.

VI. Good Leaders Are Chosen By:

- A. Their abilities
- B. Their experiences
- C. How they deal with others
- D. Their knowledge of leadership steps
- E. Their ability to act calmly in pressure situations

VII. Leadership Qualities

- A. Initiative
- B. Motivation
- C. Dependability
- D. Belief in democracy
- E. Communication
- F. Strength of conviction
- G. Pleasing personality
- H. Sense of humor
- I. Sympathy and understanding

VIII. Places You Can Use Leadership Skills

A. School

EXAMPLES: Student Council, Honor Society

B. Work

EXAMPLES: Supervising others or showing new employees how to do something you are familiar with

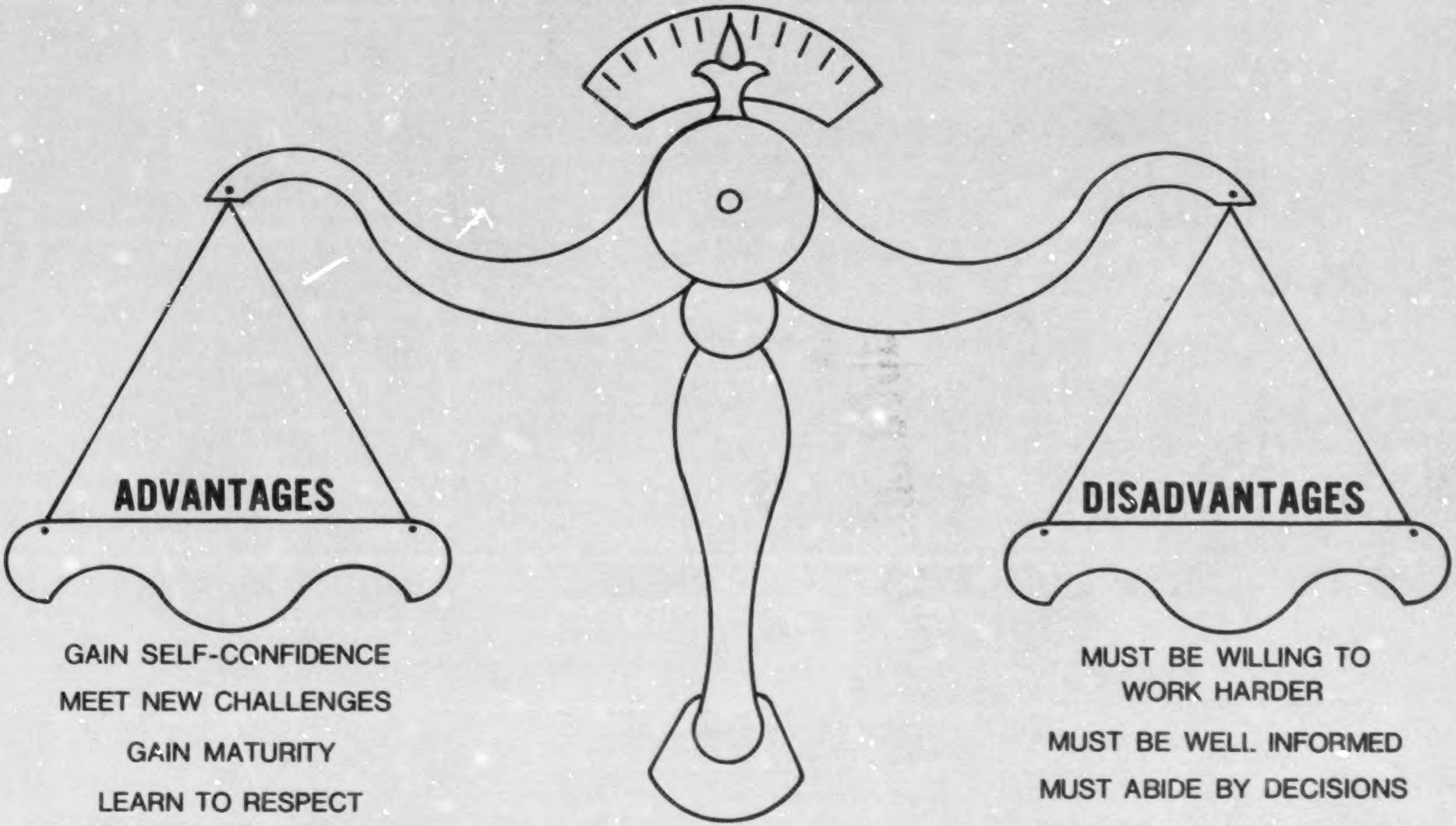
C. Church

EXAMPLES: Youth groups, Sunday school classes

D. Clubs

EXAMPLES: Rotary Clubs, social clubs

ADVANTAGES/DISADVANTAGES OF BEING A LEADER



ADVANTAGES

- GAIN SELF-CONFIDENCE
- MEET NEW CHALLENGES
- GAIN MATURITY
- LEARN TO RESPECT OPINIONS OF OTHERS
- REACH GOALS FASTER

DISADVANTAGES

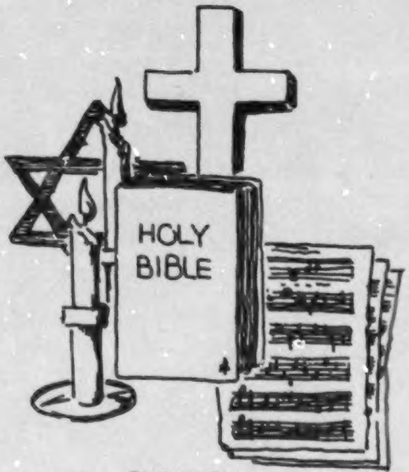
- MUST BE WILLING TO WORK HARDER
- MUST BE WELL INFORMED
- MUST ABIDE BY DECISIONS
- MUST REMAIN ENTHUSIASTIC AND OPTIMISTIC

TM-1

LEADERSHIP QUALITIES

1. Initiative
2. Motivation
3. Dependability
4. Belief in Democracy
5. Communication
6. Strength of Conviction
7. Pleasing Personality
8. Sense of Humor
9. Sympathetic and Understanding

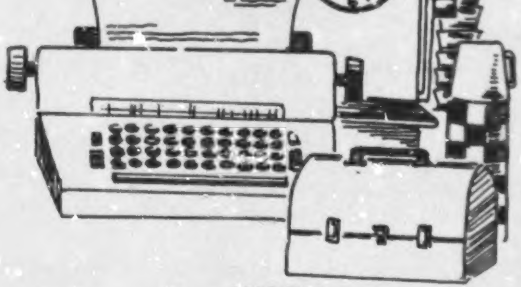
WHERE LEADERSHIP IS USED



CHURCH

SCHOOL

CLUBS



WORK

UNIT VI

LEADERSHIP

ACTIVITY SHEET 2--DO YOU HAVE WHAT IT TAKES?

Directions: Although a test does not exist that can be used to predict your success as a leader, there are certain characteristics that most authorities agree that a leader must possess more of, to a greater degree, than nonleaders. To find out if you possess those traits, circle the letter of the answer that best describes the action you would take to the following situations:

SECTION I

The principal of your school has just announced that the school board, "in order to provide an environment more conducive to learning," voted last night that students would no longer be allowed to wear blue jeans of any kind to school or to any school function. Of course, everyone in your school is furious!

I would:

A. Immediately organize a group to see what we could do to get the board members to change their minds.

B. Wait and let others in my school organize the group.

C. Let it be known that I would help in any way possible to get the rule changed.

SECTION II

Suppose that the group has been formed, and upon looking at the rule more closely, it is worse than imagined. They want all the girls to wear dresses and the boys to wear suits and ties. It will require a lot of hard work and time to get the board members to change their minds.

I would:

A. Let the rule go on as it is--there's no use fighting!

B. Do what the group decided to do.

C. Give all my time and work as hard as I could to persuade the board members to change their minds.

SECTION III

Suppose the group decides to meet from 3:30-4:30 every day after school to develop a plan; your favorite television program is shown during that time.

I would:

A. Forget being a part of the group; seeing my program is more important.

B. Attend every meeting--no matter what time it is being held.

C. Still be a part of the group, but not attend the meetings; the group can fill me in on what happened at the meetings the next morning at school.

SECTION IV

Suppose that several plans have been discussed by the group to persuade the school board members to change their minds. You have an idea that you really think will work, but the group keeps discussing all of the plans.

I would:

A. Suggest the group vote on the plan the group as a whole feels would be best.

B. Tell the group that I will no longer be a part of the group unless they use my plan.

C. Just sit back and let the group continue discussing the plans.

SECTION V

The big day has finally arrived! The group has been given permission by the school board to present their plan at the school board meeting tonight. In thinking about the way to present the plan to the board,

I would:

A. Express the group's plan in a calm, reasonable way.

B. Begin by saying how angry the students are!

C. Let another group member worry about being the one to present the plan.

SECTION VI

While presenting the plan to the school board, you notice that by the way they are looking at you, they do not seem willing to change their minds.

I would:

A. Continue the presentation and hope that by the time I finished they would understand how we felt.

B. Sit down, but not before I told them that I thought their idea stinks.

C. Sit down and let another group member take over; maybe he/she will have better luck than I am.

UNIT VI

LEADERSHIP

ACTIVITY SHEET 3--OCCUPATIONS THAT REQUIRE LEADERSHIP

Directions: The definition of the word leader is someone who has the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a goal. There are several occupations whose job descriptions are very similar to this defintion. Using any available resources in your classroom, list five of these occupations.

1.

2.

3.

4.

5.

Would an occupation that uses leadership skills interest you? Why or why not?

UNIT VI

LEADERSHIP

INFORMATION SHEET 3--LEADERSHIP STYLES

I. Autocratic leader--One person has all the power and makes all the decisions.

  A. Closely supervises the group

  B. Never lets others have a say in the planning, organizing, or control of the group

  C. More interested in getting the job done than in respecting the feelings of others

  (NOTE: It is sometimes necessary to use this style if the group is hostile or insecure in certain situations or if there are many different opinions or beliefs.)

II. Democratic leader--All of the people involved help in decision making; individual opinions are considered.

  A. Allows group members to express their ideas and opinions

  B. Always listens to others

  C. Supervises only as needed, allowing individuals to use their own judgment

  D. Is considerate of the feelings of others

  E. Knows each individual's characteristics

  F. Rewards the group's efforts and is tactful when making criticisms

  (NOTE: This style works well with a cooperative group and when things are going well.)

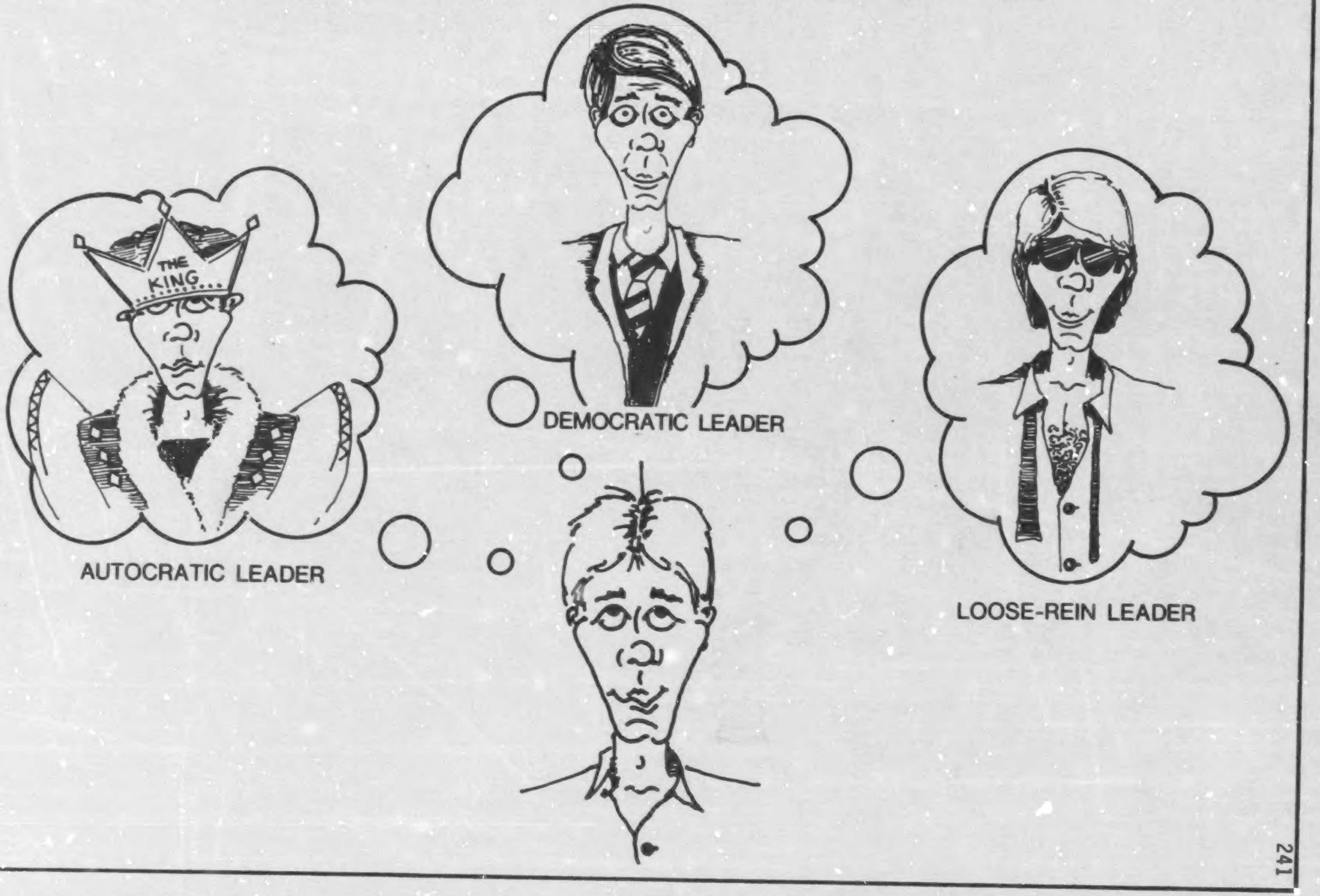
III. Loose-rein leader--Very little control by the leader; allows the people to do "their own thing" most of the time.

  (NOTE: This style of leadership is also known as "laissez-faire.")

  A. This style works well with responsible people who like to work alone.

  B. This style may not work well if a number of decisions must be made in a short time.

CHOOSING A LEADERSHIP STYLE

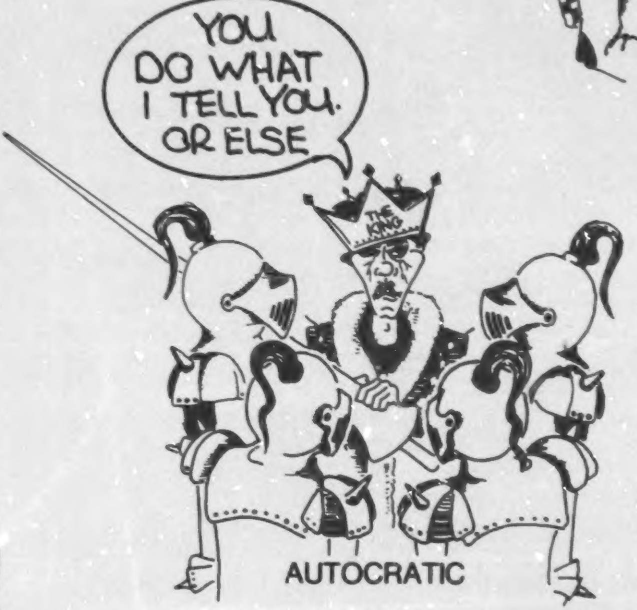


TM-4

COMPARISON OF LEADERSHIP STYLES

WE CAN SOLVE THIS PROBLEM IF WE PUT OUR HEADS TOGETHER.

DEMOCRATIC


YOU DO WHAT I TELL YOU. OR ELSE
THE KING

AUTOCRATIC

DO WHAT YOU WANT TO.
BOSS MAN

LOOSE-REIN

UNIT VI

LEADERSHIP

ACTIVITY SHEET 4--WHAT'S YOUR STYLE?

Directions: To find out what kind of leader you will be, place in the space the letter that best describes the way you would act if you were the leader of a work group. A--Always, F--Frequently, O--Occasionally, S--Seldom, or N--Never.

I would:

_____ 1. act as the speaker of the group

_____ 2. encourage overtime work

_____ 3. allow group members complete freedom in their work

_____ 4. encourage all to do tasks the same way

_____ 5. permit others to use their own judgment in solving problems

_____ 6. work the group members as hard as it took to be ahead of competing groups

_____ 7. speak as a representative of the group

_____ 8. push members for greater effort

_____ 9. let the members do their work the way they think best

_____ 10. not mind decisions being put off until later if it were necessary

_____ 11. speak for the group when visitors were present

_____ 12. keep the work moving at a rapid pace

_____ 13. turn the members loose on a job and let them go to it

_____ 14. push others to increase the work they are doing

_____ 15. settle conflicts when they occur in the group

_____ 16. represent the group at outside meetings

_____ 17. not allow the members freedom of action

_____ 18. decide what should be done and how it should be done

_____ 19. not mind others thinking I was too tough on them

_____ 20. assign group members to particular tasks

_____ 21. let some deserving members have authority

_____ 22. let the members decide when and how to do their work

_____ 23. be willing to make changes

_____ 24. ask the members to work harder

_____ 25. trust the group members to exercise good judgment

_____ 26. schedule the work to be done, but distribute it fairly

_____ 27. refuse to explain my actions

_____ 28. persuade others that my ideas are to their advantage

_____ 29. permit the group to set its own pace

_____ 30. let them know it will be done my way or no way at all

_____ 31. act without consulting the group

_____ 32. tell the group members that if one rule or regulation is broken by any employee, it will result in his/her being fired

SCORING:

Write the number 1 in front of the space if you responded A--Always or F--Frequently. Circle the number 1's which you have written in front of the following items:

3, 5, 9, 10, 13, 15, 21, 22, 23, 25, 26, 29

Count the circled number 1's. This is your score for concern for people. Count the uncircled number 1's. This is your score for concern for task.

People _______________ Task _______________

A high score on "Concern for People" suggests that your leadership style ranges from a loose-rein style to a democratic style. A high score on "Concern for Task" suggests you tend to have an autocratic leadership style.

UNIT VI

LEADERSHIP

UNIT TEST--PART 1

Match the following terms to their definitions by placing the correct letter in the blank at the left.

_____ 1. Optimistic

_____ 2. Democracy

_____ 3. Autocratic

_____ 4. Leadership

_____ 5. Motivation

_____ 6. Strength of conviction

_____ 7. Maturity

_____ 8. Initiative

_____ 9. Dependable

_____ 10. Communicate

a. the practice of allowing equal participation by all members of society

b. reliable

c. the condition of being fully grown

d. belief that there is more good than bad

e. the ability to get things done without needing to be told to do so

f. a desire that makes you do something

g. to make a logical decision and stick by it, even if the majority do not agree with you

h. having complete power

i. the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal

j. the ability to get information across so that it is understood by another person

UNIT VI

LEADERSHIP

UNIT TEST--PART 2

A. Define leadership:

B. Fill in the blanks by using the words listed below to complete the following statements concerning the advantages of becoming a leader.

challenges
goals
leadership
listen
maturity
respect
self-confidence

1. An individual gains ____________________.

2. An individual gains ____________________.

3. An individual learns to ________________ and to ________________ the opinion of others.

4. An individual learns to meet new ____________________.

5. ____________________ is something that can be applied to other areas of an individual's life.

6. ____________________ can be reached faster through a leadership role.

C. Fill in the blanks by using the words listed below to complete the following statements concerning the disadvantages of becoming a leader.

well-informed
harder
optimistic
enthusiastic
abide

1. You must be willing to work ____________________ than anyone else.

2. You must be ____________________.

3. You must be able to ____________________ by a decision even though the majority may disagree with you.

4. You must remain ____________________ and ____________________ even though you may not be.

D. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____1. The first step to becoming a good leader is to become a good follower.

_____2. Learning your strong and weak points helps you to become a leader.

_____3. Leaders are born, not made.

_____4. Good leaders are chosen by their abilities.

_____5. Good leaders do not need to know any leadership steps to be chosen.

E. Place a "✓" by the statements that indicate good leadership qualities.

_____ 1. Initiative

_____ 2. Taking credit for work done by others

_____ 3. Motivation

_____ 4. Pleasing personality

_____ 5. Ability to communicate

_____ 6. Strength of conviction

_____ 7. Belief in democracy

_____ 8. Disloyalty

_____ 9. Dependability

_____ 10. Sense of humor

_____ 11. Sympathy and understanding

F. List three places where leadership skills can be used.

1.

2.

3.

UNIT VI

LEADERSHIP

UNIT TEST--PART 3

Identify the style of leadrship that best fits each situation by writing the name of one of the following styles.

democratic loose-rein autocratic

1. Tom makes all the decisions at Big R Company. The employees are never allowed to voice their opinions.

   What leadership style is Tom using? ________________________

2. Bill lets the employees of ABC Company do just about anything they wish to do.

   What leadership style is Bill using? ________________________

3. Maria lets the employees help in the decision making of RC Company. Others' opinions are always appreciated and seriously considered.

   What leadership style is Maria using? ________________________

UNIT VII

COPING WITH CHANGE

UNIT OBJECTIVE

After completing this unit, the student will explain how change affects society, appraise his/her own attitude toward change, and list ways for effectively coping with change. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with coping with change
2. Explain why change occurs
3. Explain ways in which change affects society
4. Explain why change has both good and bad points
5. Identify ways change has occurred in the past and will occur in the future
6. Identify the relation of people's reactions to changes in the past to their reactions in the future
7. Identify ways to understand what is happening in the present in order to be ready for the future
8. Explain why attitude affects the ability to cope with change
9. Appraise his/her own attitude toward change
10. List the steps for effectively coping with change
11. List those things that can be done if change seems to upset him/her more than it does the average person

UNIT VII

COPING WITH CHANGE

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Discuss the terms and defintions.

      2. Use TM-1--CHANGE to reinforce the students' learning the definition of the word change.

      3. Have the students complete ACTIVITY SHEET 1--LEARNING TO MAKE SENTENCES to reinforce this area of instruction.

   B. INFORMATION SHEET 2--CHANGE WILL AFFECT YOU

      1. Discuss the information contained in the Information Sheet.

      2. Ask students why they think change occurs.

      3. Use TM-2--WHY CHANGE OCCURS to reinforce the concept of the process of change.

      4. Explain that change occurs and/or will occur in every aspect of their lives.

      5. Have students cite examples of laws that have been passed (city, state, or federal) that were results of changes that the public felt were needed or wanted.

      6. Have students research the trends of the elections of public officials, e.g., the President of the United States is usually elected on the basis that he/she can best change those trends or issues expressed by the majority of the public. Use TM-3--CHANGE AFFECTS GOVERNMENT to reinforce this area.

      7. Explain how advances in medical discoveries have helped us live longer, happier, more productive lives, e.g., organ transplants, test-tube babies, corrective surgery, etc.

8. Have students cite examples of products that have been created in their lifetimes and the function or purpose they serve.

9. Have students cite examples of products that have been improved in their lifetimes.

10. Relate the change of economics to the concept of inflation.

11. Have students cite examples of occupations that could be created or deleted because of change.

12. Explain that increased efficiency in technology creates more free time for the worker; less time is spent on household chores and paper-shuffling tasks in the office. Use TM-4--CHANGE REDUCES THE AMOUNT OF TIME SPENT AT WORK to reinforce this area of instruction.

13. The increased time provided for the homemaker because of new technology in the home is the primary reason that many women are able to enter the work force. Use TM-5--NEW PRODUCTS MAKE LIFE EASIER to reinforce this area of instruction.

14. Explain how computer terminals may be placed in the home. This allows many workers to enter data and complete work tasks without going to the office on a daily basis.

15. Complete ACTIVITY SHEET 2--CHECK BOTH THE GOOD AND BAD POINTS to help students realize that change can be both good and bad and how to improve bad points.

16. Complete ACTIVITY SHEET 3--CHANGES HAVE OCCURRED IN THE PAST AND WILL OCCUR IN THE FUTURE so that students will realize that change has always occurred.

    a. Reinforce the importance of "setting the mood" for each presentation.

    b. Students should ask parents and/or relatives for information and memorabilia of the past.

    c. Suggestions for methods of presenting for each group may be beneficial for some students. A narrator could be utilized with other members of the group "acting out" short scenes depicting aspects of government, medical needs, advances in technology, economics, occupations, and lifestyles, both in the past and in the future, depending on the group.

    d. All students should assume the style of dress, however, of the group to which they belong.

    e. Upon conclusion of both presentations, have students complete the questions individually or in a group setting.

    f. Lead a discussion in how most people are skeptical and often afraid of how change will affect them, but soon realize that change is often necessary or at least more beneficial for a more productive and fulfilling life.

C. INFORMATION SHEET 3--CAN YOU COPE WITH CHANGE?

1. Have students complete ACTIVITY SHEET 4--YOUR ATTITUDE IS IMPORTANT FOR COPING WITH CHANGE to help students appraise their own attitudes toward change.

2. Discuss the importance of knowing what is happening in the present in order to predict what will happen in the future.

3. Use ACTIVITY SHEET 5--KNOW WHAT IS GOING ON IN THE WORLD AROUND YOU to reinforce this area of instruction.

4. Stress the importance of understanding the steps to improving attitudes toward change.

5. Use TM-6--STEPS FOR COPING WITH CHANGE to reinforce this area of instruction.

6. Stress the fact that it is more difficult for some people to cope with any type of change than it is for others.

7. Discuss those things that can be used to help cope with change.

8. Use ACTIVITY SHEET 6--HELP-C to help students learn of other solutions for coping with change.

9. If the activity is a success in your class, use it as a weekly activity to encourage class participation and interaction.

10. Reinforce the importance of seeking professional help if students find that change upsets them to the degree that they cannot function effectively.

III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The test is divided into three parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Naisbitt, John. Megatrends. New York: Warner Books, Inc., 1984.

B. Safari, A Comprehensive Career Guidance Program for Secondary, Community College, College and University Levels. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA., 92415.

UNIT VII

COPING WITH CHANGE

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Evaluated to the satisfaction of the instructor; however, students should make complete sentences and use the terms correctly in the sentences.

ACTIVITY SHEET 2-6

Evaluated to the satisfaction of the instructor.

UNIT VII

COPING WITH CHANGE

ANSWERS TO UNIT TEST

PART 1

1. d
2. c
3. a
4. b
5. e

PART 2

A. 1. To fulfill needs
   2. To fufill wants

B. 1. F
   2. F
   3. T
   4. T
   5. F
   6. F
   7. T

C. Computer

PART 3

A. The best way to be ready for the future is to understand the present.

B. 1. d
   2. c

C. a. 2   c. 1
   b. 3   d. 4

D. Three of the following:

1. Do something you enjoy.
2. Call a friend and tell him/her the problem.
3. Discuss your problem with an adult.
4. Take care of yourself.
5. Seek help from someone trained in helping others.

UNIT VII

COPING WITH CHANGE

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Change--to make different
2. Cope--to deal with to a degree of success
3. Life span--the amount of time you are expected to live
4. Society--all the people of a group--as all United States citizens
5. Technology--the means or science of developing and improving products necessary for work, comfort, survival

CHANGE

CHANGE...

to make different.

UNIT VII

COPING WITH CHANGE

ACTIVITY SHEET 1--LEARNING TO MAKE SENTENCES

Directions: Make five sentences, using one of the following words in each sentence.

change
cope
life span
society
technology

1.

2.

3.

4.

5.

COPING WITH CHANGE

INFORMATION SHEET 2--CHANGE WILL AFFECT YOU

I. Why Change Occurs

   A. To fulfill needs

   B. To fulfill wants

      (NOTE: Change can be for better or worse.)

II. Change Affects Society in Many Ways

   A. Government

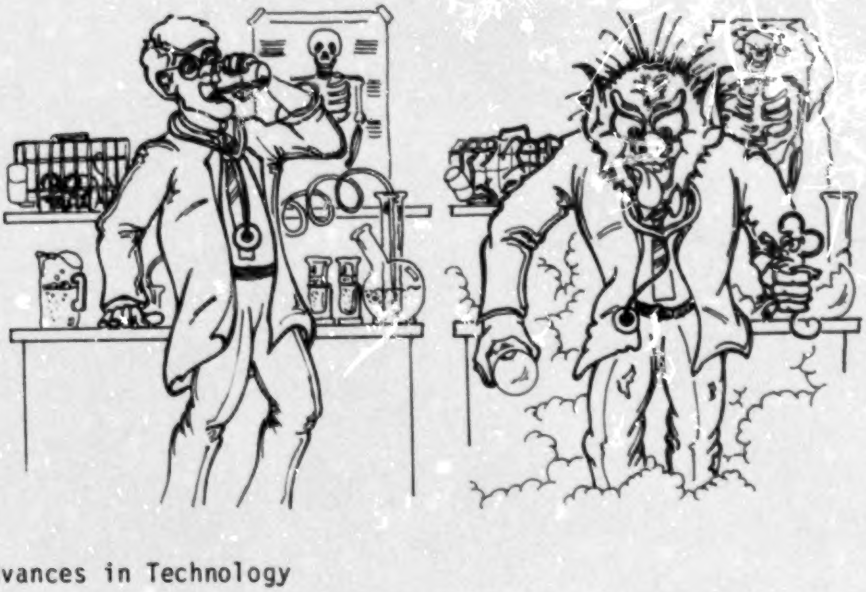
      1. Laws are passed to fulfill the needs and/or wants expressed by the public.

      2. Public officials are elected in hope that they can change those things that the public desires.

   B. Medical

      1. New discoveries or changes are made to increase life spans.

      2. New discoveries or changes are made to help us live more comfortably.



   C. Advances in Technology

      1. Products are created that make work easier.

         EXAMPLE: Increasing use of the computer to save time and reduce errors

2. Products are created that make life easier at home.

   EXAMPLE: Dishwashers, microwave ovens, etc.

3. Products are created to improve existing products.

   EXAMPLE: Automobiles that are made with fuel-saving equipment

D. Economics

1. The amount of money available to purchase products changes.

2. The price of goods available for purchase changes.

E. Occupations

1. Changes will create new jobs.

2. Changes will do away with some jobs.

F. Lifestyles

1. Changes will reduce the amount of time spent at work.

2. Changes will provide more time for leisure.

3. The use of computers will make it possible for many workers to work in their homes.

   (NOTE: This will be a great advance for those people in wheelchairs, or those with other physical handicaps.)

4. More women will enter those occupations that were previously only for men.

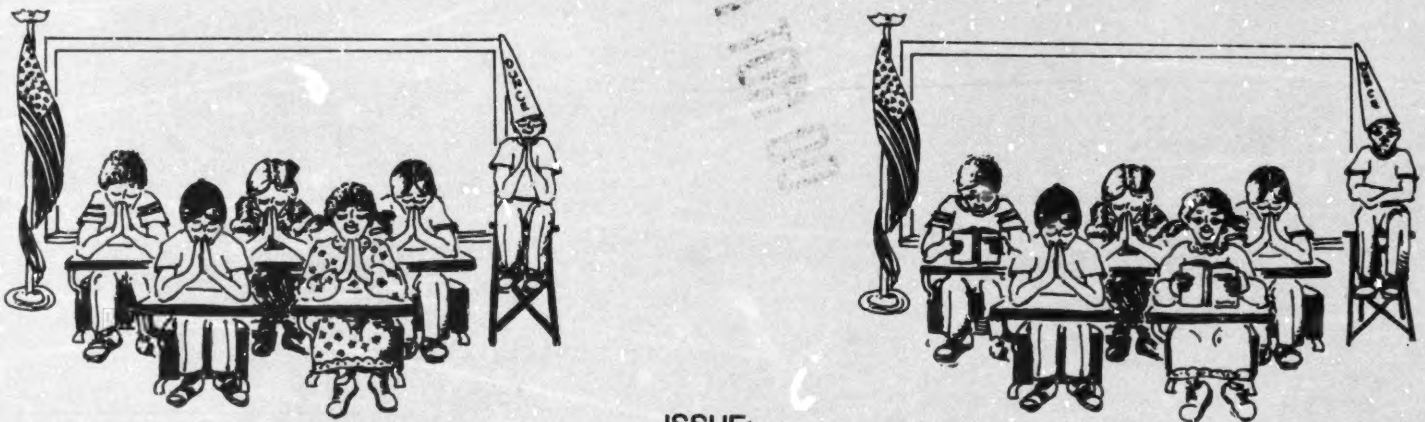
WHY CHANGE OCCURS

- to fulfill needs
  - to fulfill wants

TM-2

CHANGE AFFECTS GOVERNMENT

CHIEF JUSTICE
UNITED STATES SUPREME COURT

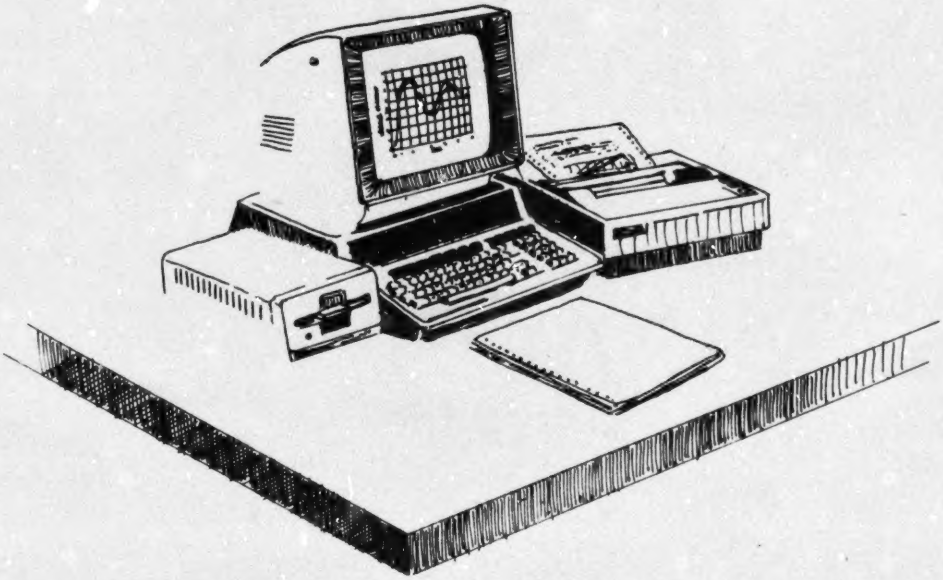


ISSUE:
SCHOOL PRAYER

TM-3

CHANGE REDUCES THE AMOUNT OF TIME SPENT AT WORK

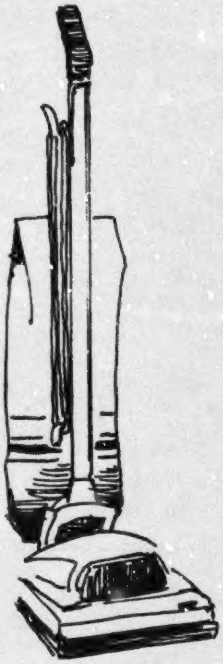
BEFORE

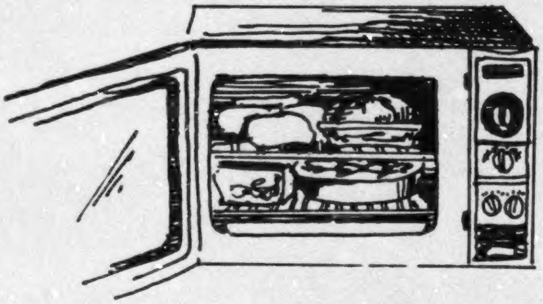


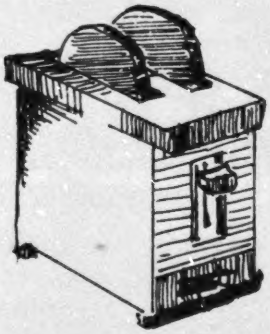
AFTER

TM-4

NEW PRODUCTS MAKE LIFE EASIER







UNIT VII

COPING WITH CHANGE

ACTIVITY SHEET 2--CHECK BOTH THE GOOD AND BAD POINTS

Directions: To become aware of both good and bad points of change, divide into groups of five. Each group will receive a slip of paper with one of the situations below which workers might face on their jobs.

MOVE FROM THE DAY SHIFT TO THE NIGHT SHIFT

OVERTIME FOR THE NEXT MONTH

LAYOFF

TRANSFERRED TO ANOTHER STATE

HOURS CUT IN HALF

MOVED UP TO A SUPERVISOR'S POSITION

Each group should discuss one situation. Try to imagine yourself in this situation. List any good points you can think of. List the bad points. List any ways you can think of to make the bad points better.

GOOD POINTS	**BAD POINTS**	**WAYS TO IMPROVE BAD POINTS**
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Present your situation and your results to the rest of the class. Include in your presentation the answers to the following questions:

1. Why is it good to examine both good and bad points of a change?

2. Do you think workers should accept all changes they face? Why or why not?

UNIT VII

COPING WITH CHANGE

ACTIVITY SHEET 3--CHANGES HAVE OCCURED IN THE PAST, AND THEY WILL OCCUR IN THE FUTURE

Directions: Divide the class into two groups. One group is to be called the PAST, and the other group is to be called the FUTURE. Each group is to prepare a presentation to be held at a later time.

Different ways of presenting the information are allowed (skits, reports, etc.); however, the students should be encouraged to bring records, memorabilia, actual pictures and sketches, etc. to make the presentations more authentic.

Both presentations must include the following:

A. Styles of dress of the group they are in:
  1. hairstyles
  2. clothing

B. How the government was conducted in the past or will be conducted in the future.

C. How medical needs were provided in the past or how they will be provided in the future.

D. Advances in technology
  1. in the home
  2. in the work setting

E. Economics
  1. Products sold or to be sold
  2. how much money it took or will take to buy products

F. Occupations--those occupations popular in the past or those that will be popular in the future

G. Lifestyles
  1. how leisure time was spent in the past or how it will be spent in the future
  2. the role of the woman in the past or the role of the woman in the future

At the conclusion of both presentations. answer the following questions:

Imagine yourself living in the era(s) presented by the PAST group. How would you have reacted to the changes as you know they have occurred in the following areas:

A. The style of dress?

B. The way government is conducted?

C. How medical needs are provided?

D. New technology in the home and at the work setting?

E. The products sold and their cost?

F. The occupations available?

G. How leisure time is spent?

H. The role of women?

Imagine the things presented by the FUTURE group actually coming true. How would you react to the following?

A. The style of dress?

B. The way government is conducted?

C. How medical needs are provided?

D. New technology in the home and at the work setting?

E. The products sold and their cost?

F. The occupations available?

G. How leisure time is spent?

H. The role of women?

Do you see any relation to how you would have reacted to those changes that occurred in the past and how you will handle change in the future?

UNIT VII

COPING WITH CHANGE

INFORMATION SHEET 3--CAN YOU COPE WITH CHANGE?

I. Know what is happening around you.

(NOTE: The best way to be ready for the future is to understand the present.)

  A. Read newspapers.

  B. Watch and listen to the news.

  C. Discuss current events with others.

II. Realize that change will occur; very few things in life will remain the same forever.

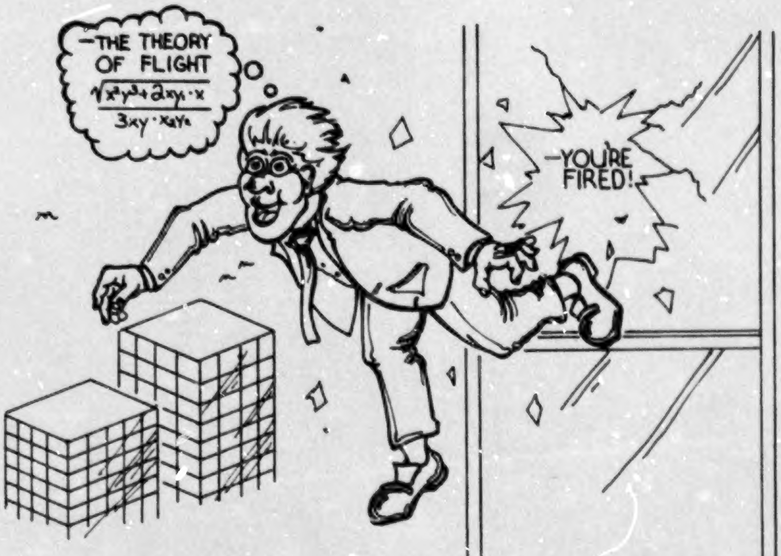
III. Realize that your attitude toward change affects your ability to deal with change.

IV. Steps for coping with change

  A. Accept the fact that change will occur.

  B. Ask yourself, "How could this change help me and others?"

  C. View change as a challenge.



  D. Have another plan should change occur.

V. If change seems to upset you more than the average person, give yourself time to adjust.

A. Do something that you enjoy.

EXAMPLE: Go to a movie, spend your whole month's allowance on video games, etc.

B. Call a friend you can really talk to, and tell him/her the problem you are having.

C. Discuss your problem with an adult; often he/she can make you see the good points of change.

D. Take care of yourself.

(NOTE: Healthy people have an easier time coping with change.)

1. Get plenty of exercise.

2. Eat balanced meals.

3. Get plenty of sleep.

VI. If after doing these things, you find that you still cannot cope with change, seek help from someone trained in helping others.

EXAMPLE: Your school counselor

STEPS FOR COPING WITH CHANGE

1. *Accept the fact that change will occur.*

2. *Ask yourself, "How could this change help me and others?"*

3. *View change as a challenge.*

4. *Have another plan should change occur.*

COPING WITH CHANGE

ACTIVITY SHEET 4--YOUR ATTITUDE IS IMPORTANT FOR COPING WITH CHANGE

Directions: People's attitudes toward change affect their ability to deal with change the way they should. Use the following scale to express your opinion on the following statements. Remember to be honest with yourself!

5--strongly agree
3--partly agree
1--disagree
4--agree
2--partly disagree
0--strongly disagree

___ 1. If I hear about something new, I feel restless until I try it.

___ 2. When using anything new, I would rather let someone else that I know try it first.

___ 3. As soon as I hear about something new, I can't wait to try it.

___ 4. Changes just create too many problems and pressures.

___ 5. I always try to keep myself up to date and find new ways to do things easier.

___ 6. Experience has made things the way they are now; if they work O.K. now, I see no reason to try to change them.

___ 7. I'm always looking for new ways to do things better.

___ 8. The reason that we have to change so much is that we just aren't satisfied with what we have.

___ 9. In these days of rapid progress, we cannot afford not to learn new ways of doing things.

___10. Before I do something new, I must know how it will help me.

___11. I like to watch television programs like "That's Incredible" that show new inventions.

___12. I really don't mind things changing as long as it does not affect me in any way.

Add up your answers for the ODD numbered statements on the worksheet. ________

Add up your answers for the EVEN numbered statements on the worksheet. ________

Odd numbers FAVOR change. Even numbers OPPOSE change.

HOW DID YOU RATE?

COPING WITH CHANGE

ACTIVITY SHEET 5--KNOW WHAT IS GOING ON IN THE WORLD AROUND YOU

Directions: Using newspapers and current magazines, find an article that shows change. Share the information that you find with the class; then answer the questions below:

1. Do you think that this change is good or bad? Why or why not?

2. Whom will this change affect?

3. What will be the end result of this change?

4. Will this change bring about other changes related to it? Why or why not?

UNIT VII

COPING WITH CHANGE

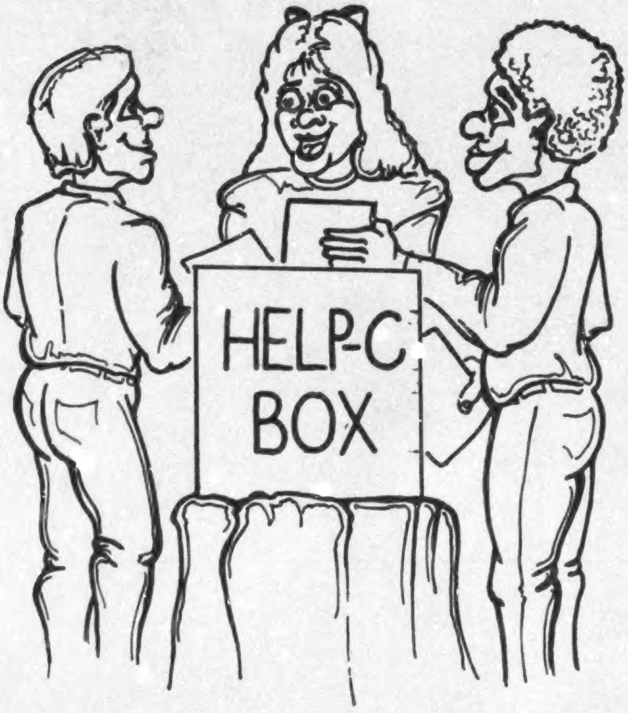
ACTIVITY SHEET 6--HELP-C

Directions: By finding out how others handle change, you may find good solutions for your own problems.

Each person is to write questions that he/she would like to discuss on a piece of paper and place them in the HELP-C box. HELP-C stands for: Helping Everyone Learn Plans for Coping.

The questions are then pulled out randomly and the class brainstorms for solutions. Here are some examples of questions to help you get the hang of it:

1. What do you do to make friends when you move to a new school?
2. How do you handle changing from this school to the high school or even to college?
3. What if you don't want to dress like the others you hang around with? The punk rock style is really not you.
4. How do you decide what courses you are going to take in high school?
5. How do you make your parents realize that you are growing up?



UNIT VII

COPING WITH CHANGE

UNIT TEST--PART 1

Match the following terms and defintions by placing the correct number in the blanks at the left.

_____1. Technology

_____2. Life span

_____3. Change

_____4. Society

_____5. Cope

a. to make different

b. all the people of a group--as all United States citizens

c. the amount of time you are expected to live

d. the means or science of developing and improving products necessary for work, comfort, and survival

e. to deal with to a degree of success

UNIT VII

COPING WITH CHANGE

UNIT TEST--PART 2

A. List the two reasons that change occurs.

1.

2.

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____1. Change is always for the worse; we just have to learn to cope with it.

_____2. The only reason public officials are elected is the money that they have to invest in their campaigns.

_____3. Medical changes have been made to increase life spans.

_____4. Computers are one example of products that have been created to make work easier.

_____5. Once a product is made, there is no reason to change it--even if it would improve it.

_____6. All occupations will remain the same, no matter how many changes occur in the world.

_____7. Changes will reduce the amount of time spent doing work both at home and at the work place.

C. Fill in the blank using one of the following words that best completes the sentence.

computer typewriter microwave oven

The increasing use of the ____________________ saves time and reduces errors.

UNIT VII

COPING WITH CHANGE

UNIT TEST--PART 3

A. What is the best way to be ready for the future?

B. Answer the following questions by circling the letter beside the correct answer.

1. To find out what is happening around you, you should:

   a. Read newspapers
   b. Discuss current events with others
   c. Watch and listen to the news
   d. All of the above

2. Which one of the following traits affects your ability to cope with change?

   a. Aptitude
   b. Interest
   c. Attitude
   d. Personality

C. Rank the following sentences into the steps for coping with change by placing a 1 in the space beside the first step, a 2 in the space for the second step, etc.

_____a. Ask yourself, "How could this change help me and others?"

_____b. View change as a challenge.

_____c. Accept the fact that change will occur.

_____d. Have another plan should change occur.

D. List three of the five things mentioned you could do if change seems to upset you more than it does most people.

1.

2.

3.